



evaluation of the national remodelling team: year 3

final report

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Executive summary

Introduction

In early 2003, Raising Standards and Tackling Workload: a National Agreement [ATL *et al.*, 2003] was signed, with the aim of raising standards in schools by addressing teachers' workload issues. Signatories of the agreement including the Government, professional associations and employer organisations, agreed to set aside time for teachers to concentrate on teaching and learning and spend less time on routine administrative tasks. The agreement limited the amount of time teachers could spend covering lessons for absent colleagues; it gave them guaranteed non-contact time and leadership and management time, provided training for support staff and sought to improve teachers' work/life balance. The National Remodelling Team (NRT) supported local authorities and schools to implement the National Agreement (NA) over a three-year phased programme.

In addition to supporting the implementation of the National Agreement, the NRT applied its change management process model to the extended schools pilot. This involved supporting local authorities (LAs) to implement extended services in and around schools by meeting the core offer. The core offer states that by 2010, where there is local demand, schools should offer access to:

- high-quality childcare provided on the school site or through other local providers, with supervised transport arrangements where appropriate, available 8am to 6pm all year round.
- a varied programme of activities to be on offer, such as homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities.
- parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.
- swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.

- wider community access to information and communications technology (ICT), sports and arts facilities and adult learning.

Purpose and aims

The aim of the evaluation was to build on the year 1 and year 2 evaluations¹, as conducted by the NFER, and to examine the effectiveness and impact of the work of the NRT in completing the third phase of the remodelling programme. In addition, it sought to explore the effectiveness of the NRT in applying its model, tools and techniques to the extended schools programme.

Design and methods

The research was divided into two strands. The first focused on the quantitative data collection and the second focused on gaining in-depth qualitative data. In September 2005, the first strand comprised questionnaire surveys of:

- all Local Education Authority Remodelling Advisers (LEA RAs)
- all Extended Schools Remodelling Advisers (ESRAs)
- all Extended Schools Remodelling Trainers (ESRTs)
- all extended schools pilot schools.

The final response rate for each of these surveys was over 60 per cent. In January 2006, an online questionnaire was administered to a sample of over 400 Extended Schools Remodelling Consultants (ESRCs). Almost 50 per cent responded to the survey.

During January and March 2006, the second strand of the evaluation involved telephone interviews with LEA RAs, ESRAs and ESRTs in all nine government regions of England. Case study school visits also took place to schools involved in the pilot of the extended schools programme.

Key findings

Remodelling programme

LEA RAs were positive about the contribution of the NRT in supporting LEAs² and schools in implementing the National Agreement.

Key priorities for LEA RAs in the third year of remodelling were to ensure developments were embedded, sustainable and met the statutory requirements of the Agreement. According to LEA RA survey respondents most of their schools were at the ‘developing’ stage in the programme (as defined by the NRT), however some noted their schools had reached the ‘sustainable’ stage. A few LEA RAs had concerns about long-term sustainability of the programme in some schools. Specifically, they felt sustainability was reliant on future funding.

LEA RAs highlighted many achievements that had taken place during the remodelling programme. Recent successes included:

- the introduction of Planning, Preparation and Assessment (PPA) time
- meeting the requirements of the Agreement
- introducing the change management process
- flexible team working.

Generally, LAs were making strides with other new initiatives, for example, *Every Child Matters* (ECM), Self Evaluation Forms (SEFs) and Teaching and Learning Responsibilities (TLRs). However, LEA RAs felt that more could be done to link the different agendas and highlight to schools how they interrelate.

Most LEA RAs were positive about the NRT’s training and support, in particular the guidance provided help with the introduction of PPA. LEA RAs found the opportunities to network and share good practice with other LAs to be beneficial. They expressed particularly positive views about the adaptability of the NRT training and materials to meet local demands.

Extended schools pilot programme

Positive views were expressed about the level and usefulness of support provided by the NRT for the extended schools pilot programme.

Those involved in the delivery of the programme highlighted key areas where they felt they needed additional support. These related to:

- providing greater opportunities to network and share examples of good practice at both LA and school level
- improving understanding of the agenda among school staff and colleagues from other services
- developing multi-agency working.

The NRT change management process was viewed favourably by most of those who contributed to the evaluation. It was considered fit for purpose and provided enough flexibility to be adapted to the needs of the local setting. However, a minority of participants expressed concerns about the application of the process and tools (developed for remodelling) to the extended schools agenda. Schools were slightly less positive about the change process compared to ESRAs and trainers. Many ESRAs felt it was too early to comment.

ESRAs felt their LA had made good progress with the agenda. They identified their main successes as:

- the engagement of many schools
- partnership developments
- adapting the NRT model to the local setting.

LAs and schools found it particularly challenging to engage other services in developing extended schools. However, many had made progress in this area. A clear barrier to engagement was the lack of understanding about the extended schools agenda. A particular issue for schools was that of funding: staff wanted to provide cheap and affordable services for their deprived communities but were finding it difficult to secure the necessary funding.

Areas for further developments to the programme were suggested. These related to improving the involvement of colleagues from other agencies and within schools and sharing good practice. They wanted the NRT to provide more information and practical guidance on key issues (such as security, access and responsibility for non-school staff).

LAs and schools recognised that they were at an early stage of developing extended services. However, they felt they were making good progress and that extended services had made a positive contribution to meeting the needs of their local communities.

Conclusion

This evaluation has shown that the work of the NRT is considered to be effective and is having a positive impact on local authorities, schools, children and young people and local communities. Key informants were highly satisfied with the training and support offered, although there was an acknowledged need for further refinement and development of the NRT's processes and materials as the remodelling and extended schools initiatives develop and spread.

Notes

- 1 See year 1 report at <http://www.nfer.ac.uk/publications/pdfs/downloadable/RMT.PDF> and year 2 report at <http://www.nfer.ac.uk/publications/pdfs/RMPreport.PDF>
- 2 Where the report refers to the remodelling programme, reference will be made to LEAs, as the programme was delivered by LEAs. However, in relation to the extended schools programme, reference will be made to LAs.

1 Introduction

1.1 The National Agreement

In early 2003, Raising Standards and Tackling Workload: a National Agreement [ATL *et al.*, 2003] was signed, with the aim of raising standards in schools by addressing teachers' workload issues. Signatories of the agreement including the Government, professional associations and employer organisations, agreed to set aside time for teachers to concentrate on teaching and learning and spend less time on routine administrative tasks. The agreement limited the amount of time teachers could spend covering lessons for absent colleagues; it gave them guaranteed non-contact time and leadership and management time, provided training for support staff and sought to improve teachers' work/life balance.

The agreement consisted of three stages, to be implemented over three years. Year 1 considered the work/life balance of teachers, reducing their administrative burdens and introducing leadership and management time for those with management responsibilities. Year 2 put a limit on the amount of time teachers can be required to spend covering for absent colleagues. Year 3 (from September 2005) established guaranteed Planning, Preparation and Assessment (PPA) time for all teachers, dedicated headship time, and removed the requirement for teachers to invigilate examinations and tests.

1.2 The National Remodelling Team

To promote the remodelling agenda and support schools through the process, the National Remodelling Team (NRT) was established. The NRT was initially hosted within the National College of School Leadership (NCSL), to work in partnership with LEAs, Remodelling Consultants, Regional Centres (previously known as Affiliated Centres), the Workforce Agreement Management Group (WAMG) and the Department for Education and Skills (DfES). In April 2005, the NRT moved from the NCSL to the Training and Development Agency for Schools (TDA), formerly known as the Teacher Training Agency (TTA). This move was part of an extension to the TDA's remit, which includes the training and development of all staff who work or aspire to work in schools, and the TDA's role in the Government's plans to improve services for children, young people and families. The

TDA's responsibility for supporting schools in workforce reform is outlined in Strategic Aim 4 of its Corporate Plan 2005/2008 (TTA, 2005, p.10):

We will oversee the third year of the National Remodelling Team's (NRT) project, using their expertise to develop our field presence and ensure it complements the reforms they are supporting. We will use the lessons learned from the NRT project to identify priorities for our future work on supporting schools through the next stages of workforce and work practice reform before we take full responsibility for remodelling in 2006.

1.3 Extended Schools

In year 3, in addition to supporting the implementation of the National Agreement, the NRT applied its change management process model to the extended schools pilot. This involved supporting local authorities (LAs) to implement extended services in and around schools by meeting the core offer. The core offer states that by 2010, where there is local demand, schools should offer access to:

- high quality childcare provided on the school site or through other local providers, with supervised transport arrangements where appropriate, available 8am - 6pm all year round.
- a varied programme of activities to be on offer, such as homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities.
- parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.
- swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.
- wider community access to information and communications technology (ICT), sports and arts facilities and adult learning.

The National Foundation for Educational Research (NFER) carried out two previous evaluations¹ of the NRT. These evaluations explored the impact and effectiveness of the NRT in its first and second year of operation. As the remit of the NRT has expanded, so too has the evaluation which, in the third year, also explored the effectiveness of the NRT in developing the extended schools agenda with LAs and schools. This report describes the methodology used to undertake the evaluation, details the findings and from key players suggests issues for consideration.

Notes

- 1 See year 1 report at <http://www.nfer.ac.uk/publications/pdfs/downloadable/RMT.PDF> and year 2 report at <http://www.nfer.ac.uk/publications/pdfs/RMPreport.PDF>

2 Aims and methodology

2.1 Evaluation aims

The aim of the NFER evaluation was to examine the effectiveness and impact of the work of the NRT in completing the third phase of the remodelling programme and its effectiveness in applying its model, tools and techniques to the extended schools programme.

2.2 Methods

In order to build on the year 1 and year 2 evaluations of the NRT, as conducted by the NFER, a similar methodology was adopted. The research was divided into two strands. The first focused on the quantitative data collection and the second focused on gaining in-depth qualitative data. This report presents the key findings from both strands.

2.2.1 Surveys

Four questionnaire surveys were administered in September 2005. They sought the views of the key participant groups involved in the remodelling and extended schools agenda. The participants groups were:

- LEA Remodelling Advisers (LEA RAs)¹
- Local Authority Extended Schools Remodelling Advisers (ESRAs)
- Extended Schools Trainers
- Schools taking part in the Extended Schools Pilot programme.

The timing of the main surveys (September 2005) means that some recent NRT developments had not taken place when respondents completed the questionnaires. This is noted where relevant details of the constantly changing agenda are illustrated by a timeline of high level NRT work conducted during 2005/6 which can be found in appendix 1. Further details about the survey design, administration and response rates are provided in the relevant sections of the report.

2.2.2 Summary of survey response rates

The LEA RA, ESRA, ESRT and school questionnaires were in the field for about five weeks. The ESRC questionnaire was administered in January 2006 (three months after the other surveys) to reflect the timing of the training events. The final response rate for most of the surveys was over 60 per cent. Table 2.1 summarises the survey response rates achieved.

Table 2.1 Response to the NRT evaluation surveys

Cohort	Number of respondents	Percentage of sample
LEA RA	92	66
ESRA	66	61
Trainers	47	72
Schools ²	15	83
ESRC	217	49

2.3.1 Interviews

During January and March 2006, telephone interviews were carried out with nine LEA RAs, nine ESRAAs and nine trainers – one from each Government region: South West, South East, London, North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, and the East. In addition, six case study schools were selected to represent different phases, regions and a range of questionnaire responses. One-day visits took place in early March 2006.

Notes

- 1 Where the report refers to the remodelling programme, reference will be made to ‘local education authorities’ as the programme was delivered by LEAs. However, in relation to the remodelling extended schools agenda, reference will be made to ‘local authorities’.
- 2 A total of 18 schools were involved in the pilot programme.

3 Findings from LEA RA survey and interviews

3.1 Introduction

This section reports the findings of the questionnaire survey and interviews carried out with LEA Remodelling Advisers. The questionnaire was sent out in September 2005 and the interviews took place between January and March 2006. Please note that the survey information is based on responses from 92 individuals. Because the total number of respondents was fewer than 100, numbers, not percentages, will be reported in this section.

This section is primarily concerned with reporting responses to the questionnaire survey, but interview data has been used to illustrate and illuminate the responses to the questionnaire.

3.2 About the survey

3.2.1 Survey aims and design

The questionnaire was designed to elicit a range of information from the LEA RAs. Respondents were asked to comment on six key areas:

- their role as a Remodelling Adviser
- the progress most schools in their area were making in relation to remodelling
- the training and support offered by the NRT to them
- the support the LEA Remodelling Advisers offered to schools
- any suggested improvements to the training and support offered by the NRT and the local authority
- the sustainability of remodelling beyond March 2006.

3.2.2 Survey administration and response rate

The NRT provided NFER with contact details for LEA Remodelling Advisers and the questionnaire was sent to all 140 individuals in post at the time.¹ The LEA

RAs were given about five weeks to complete and return their questionnaire. One email reminder was sent to those who had not responded by the end of the second week.

Ninety-two questionnaires were returned within the administration period – giving a response rate of 66 per cent. Five questionnaires were returned after the closing date. These questionnaires have not been included in the analysis. However, the replies given by the late respondents were similar to those that were included in the analysis.

3.3 About the interviews

Telephone interviews were carried out with a sample of LEA RAs who responded to the questionnaire. A total of 74 Advisers indicated in their questionnaire that they were willing to be involved in the interview phase of the research and they formed the database from which a sample of nine Advisers was taken (one from each of the nine Government Regions). The selected Advisers were sent an email inviting them to be involved in the research. Emails were followed up by a telephone call a few days later.

The NFER team was unable to arrange interviews with two of the original sample because they did not respond to the initial email. A further two LEA Remodelling Advisers were selected to replace them. Nine interviews were conducted in total. In one case two individuals shared the LEA Remodelling Advisers role equally. This interview was conducted with both of them at the same time. It was written up and analysed as one interview.

The interview schedule was designed to elicit a range of information from LEA Remodelling Advisers to add a qualitative dimension to the information provided in the questionnaires. The interview schedules were semi-structured and focused on the following key areas of the evaluation:

- remodelling progress
- the effectiveness of training and support
- LEA support for schools
- sustainability of remodelling beyond March 2006.

3.4 The LEA Remodelling Adviser role

3.4.1 Job title and time in post

The questionnaire asked LEA Remodelling Advisers to specify their job title and their length of time in post. Most frequently, the respondents described their role as Remodelling Adviser (27 respondents). Eight respondents said they were a School Workforce Remodelling Adviser and seven said they were an Extended Schools Remodelling Adviser. Approximately a third of respondents had been in post up to 20 months, a further third had been in post between 21 and 25 months and a third had been in post for more than 25 months.

The LEA Remodelling Advisers who took part in the interviews described their job titles as Remodelling Adviser (eight interviewees) and as Senior Adviser (one interviewee). One interviewee said he was also an Extended Schools Remodelling Adviser. They reported that they had been in post for between six months to two years five months.

3.4.2 Key aspects of the LEA Remodelling Adviser role

The questionnaire asked LEA Remodelling Advisers to identify the most important aspects of their role. Table 3.1 presents the results from this question.

Table 3.1 Important aspects of LEA Remodelling Adviser role

	N
Supporting schools (including Heads, governors and Staff) to implement the National Agreement (NA)	69
Rolling out training for schools	19
Ensuring remodelling is sustainable	18
Rolling out of extended schools and services	13
Monitoring implementation of the NA	12
Communicating with and working with multi-agency partners	10
No response	–
N = 92	

Open-ended question

More than one answer could be given so frequencies may not sum to total N

- The majority of LEA Remodelling Advisers said that the most important aspect of their role in their LEA was supporting schools and school staff to implement the NA (69 respondents).
- Other answers given by the LEA Remodelling Advisers included rolling out training for schools (19 respondents) and ensuring that remodelling becomes sustainable for schools within their LEA (18 respondents).

The Remodelling Advisers who took part in the interviews were asked a similar question about their role and responsibility in relation to remodelling. They all reported that their principal role was in supporting remodelling and ensuring that they addressed the statutory requirements of the third phase of the NA. Over half of the interviewees added that this year (2006) a large part of the role was focused on working towards sustainability for schools. A few also mentioned other specific areas, for example, introducing PPA and dedicated headship time.

3.5 Remodelling progress

3.5.1 Progress in schools

The survey asked LEA Remodelling Advisers to indicate how well most of their schools were progressing in relation to remodelling. The results are presented in Table 3.2.

Table 3.2 Remodelling progress

	N
Not yet engaged in the remodelling process	0
Aware of remodelling	5
Developing remodelling progress	60
Sustainable progress made	27
Not sure	0
Other	0
No response	0
N = 92	

A single response item

- The majority of respondents thought most of the schools in their LEA were in the developing category. Just under a third of respondents put most schools in their LEA into the sustainable category.
- No respondents considered that most of their schools were in the not yet engaged category.

In the interviews, the majority of LEA Remodelling Advisers explained that most of their schools were compliant with phases 1, 2 and 3 of the NA. A couple added that there were still areas they considered schools to be developing and embedding some newer elements of the NA (for example, PPA time). In these cases, the LEA Remodelling Advisers commented that they would have to wait and see what happened with these schools over the coming year. A further two interviewees questioned the long-term sustainability of remodelling in general. They said that although schools were doing well now, in some cases they had taken short cuts to implementing PPA and their challenge lay in finding more suitable, sustainable long-term solutions.

A few LEA Remodelling Advisers commented that primary schools had found it more difficult to implement the requirements of the NA than secondary schools. A number of reasons were given to explain this, the first being that primary schools have fewer staff therefore may find aspects of the agreement more difficult to implement and a culture shift was still needed amongst primary school headteachers.

3.5.2 Main successes and challenges in terms of supporting remodelling progress

During the interviews, the LEA Remodelling Advisers were asked to identify the main successes and challenges in terms of supporting remodelling progress. The main successes in terms of supporting remodelling, each mentioned by more than one interviewee were:

- implementing PPA time successfully
- implementing the NA within the time frame
- introducing the change management process
- taking a team approach to implementing the NA within the LA
- taking a flexible approach within the LEA (for example, using cluster groups of schools, adapting material for local use and adapting the tranche roll out process to suit local need).

One challenging issue concerned the introduction of Teaching and Learning Responsibilities (TLRs) alongside the remodelling agenda. Interviewees thought that this initiative had caused problems and confusion for the remodelling agenda because it was not introduced by the NRT and made it difficult to keep the momentum on remodelling going. One LEA Remodelling Adviser explained the problems caused by having the remodelling agenda and the TLR agenda running at the same time:

I think it was a huge disadvantage to everybody, the NRT nationally, regionally, locally, schools etc. Whoever thought the two could run concurrently, I have no idea. At local level that actually stopped us in our tracks.

The other main challenge mentioned by the LEA Remodelling Advisers concerned the adoption of the change management process in some schools. Two interviewees made different points about this. One commented that the change management process had not been taken up in schools as it should have been:

If I am honest, I am not sure the actual change management process that formed the bedrock of the NRT's materials has actually caught on in schools. They have complied with the requirement but have not necessarily followed that change management process.

Another expressed concern that some schools had not embraced the non-hierarchical nature of the change management process:

The notion of a change team was a good one in that it was representative of the workforce. Maybe our schools have not embraced that sort of ownership of the change management process as broadly as they might have done.

Other challenges in terms of supporting remodelling progress, each mentioned by one interviewee were:

- schools feeling threatened by the process of remodelling
- engaging schools which did not feel they had a need for change
- quantifying what is taking place in schools
- convincing schools to use non-teaching staff to ensure PPA time
- ensuring dedicated headship time (particularly at primary level).

During the interview, LEA Remodelling Advisers were asked what more could be done to promote remodelling progress in schools. A few thought that it was necessary to place continued emphasis on remodelling (and less on extended schools). A couple suggested that the next step was to remodel the local authority itself. It was felt that in the light of the *Every Child Matters* (ECM) agenda the LA needed to become more flexible. One interviewee commented:

I don't know how you can expect schools to be integrated, all-singing, all-dancing front-line delivery units (as they are being called) ... being run by a silo-structured, inflexible LA.

Other suggestions included:

- continuing to focus on sustainability
- celebrating success publicly more often
- getting young teachers involved in remodelling and extended schools.

3.5.3 Progress on other initiatives

The questionnaire asked the LEA Remodelling Advisers what progress most of their schools had made in responding to a number of other large-scale national initiatives (The NA, ECM, The new Ofsted Framework and TLRs). Their responses are presented in Table 3.3.

Table 3.3 Progress of schools related to different initiatives

	Sustainable	Developing	Aware	Not yet engaged	Not sure	No response
The NA	49	43	–	–	–	–
<i>Every Child Matters</i>	1	44	45	–	1	1
The new Ofsted framework (e.g. self evaluation forms)	8	69	11	–	3	1
Teaching and learning responsibilities ²	3	74	12	1	1	1
N = 92						

A series of single response items

- All respondents felt that most schools in their local authority had made either ‘sustainable’ progress or were in the ‘developing’ category in response to the NA.
- Approximately half of the LEA Remodelling Advisers indicated that most schools in their local authority were aware of the *Every Child Matters* agenda. A similar number indicated that most schools were ‘developing’ in response to this initiative.
- Most LEA Remodelling Advisers said that most schools in their local authority were ‘developing’ in relation to the new Ofsted Framework.
- Similarly, most respondents put most schools in their authority in the ‘developing’ category when asked what progress they had made in relation to Teaching and Learning Responsibilities.

These findings are not surprising given ECM, the new Ofsted Framework and TLRs were newer to them than the NA.

The questionnaire also gave respondents the opportunity to mention other initiatives which they felt were significant. Two respondents offered answers: these were ‘staffing structures’ and ‘children’s workforce developments’.

The nine LEA Remodelling Advisers who took part in the interviews were asked what more could be done to help schools in their LA respond to these four main initiatives.

In relation to the NA, the LEA Remodelling Advisers thought that the vast majority of their schools were doing very well. However, they did raise a number of areas where they thought help was still needed by some schools. These were:

- the extended schools agenda, which they felt was still in its infancy
- sustainability in general
- ensuring funding was continued within the LEA so they could continue to support schools
- focusing on the Higher Level Teaching Assistant (HLTA) role and continuing professional development (CPD) in general.

In relation to the *Every Child Matters* agenda, interviewees thought that schools were embracing the ECM agenda but could benefit from assistance in the following areas:

- linking up the ECM agenda with the extended schools agenda, including understanding where to place responsibility within the LA for extended schools so it could be joined up with ECM
- materials that show how extended schools can link up with the five outcomes of ECM
- understanding how the ECM agenda can impact on all levels of the school workforce, not just on headteachers.

In relation to the Ofsted Self Evaluation process, interviewees thought that this was still new and were therefore unable to identify the areas in which schools needed help. One LEA Remodelling Adviser commented on the lack of linkages between Remodelling and Ofsted's Self Evaluation Form (SEF) which schools complete before an inspection:

There is no visible link between SEFs and remodelling and there is no acknowledgement of remodelling by Ofsted in the schools they have inspected. Ofsted is still driven by standards with a nod in the direction of ECM but they do not seem to have the time or inclination to research the extent to which remodelling solutions have been investigated by the schools, or have secured entitlement to the ECM and the outcomes.

As mentioned above, the introduction of TLRs was identified as a challenging aspect of their role. It is therefore not surprising that most interviewees expressed negative views when asked specifically about this initiative. Three described the implementation of this initiative as an 'awful mess' which had impacted negatively on the remodelling agenda. One LEA Remodelling Adviser who expressed particularly strong views said:

The whole exercise was conducted in the most awful atmosphere, the time scale was ludicrous, the information given was inadequate and the training materials were non-existent. It has been, politically and professionally, a fiasco. It has set back the outcomes of restructuring significantly; it has also severely prejudiced the whole of the remodelling agenda in terms of schools leading reform.

In terms of what more could be done to support schools with TLRs, several interviewees suggested the NRT should take over the implementation and help schools to see how TLRs fit with the remodelling agenda and the extended schools programme.

3.6 Training and support

3.6.1 Training and support offered by the NRT

The questionnaire asked respondents to rate the training and support offered by the NRT. Table 3.4 shows how useful they thought the training and support materials provided by the NRT had been.

Table 3.4 Usefulness of training and support resources

	Very useful	Useful	Fairly useful	Not very useful	Not useful	Not used at all	No response
Guidance on PPA	56	31	3	1	–	–	1
NRT website	49	32	8	2	1	–	–
Guidance on cover	40	40	9	1	1	–	1
Problem solving and team building (PSTB)	50	27	11	3	–	1	–
Process mapping (brown paper)	36	28	16	5	2	3	2
Brainstorming	27	30	25	5	–	2	3
DfES Extended School prospectus	16	38	22	1	–	10	5
Five whys	17	32	27	6	2	6	2
Strengths, weaknesses, opportunities, threats (SWOT)	13	30	28	13	–	7	1
Day in the life	6	27	32	15	1	10	1
N = 92							

A series of single response items

Listed in order of popularity by the combined number of respondents who rated each resource as ‘very useful’ or ‘useful’

- The following training and support resources and/or materials were rated by the greatest number of respondents as ‘very useful’: ‘Guidance on PPA’ (56 respondents), ‘Problem Solving and Team Building’ (50 respondents), the ‘NRT website’ (49 respondents), ‘Guidance on Cover’ (40 respondents) and ‘Process Mapping’ (36 respondents).

- The most popular training material and/or resource was ‘Guidance on PPA’, rated as ‘very useful’ or ‘useful’ by a total of 87 respondents.
- The second most useful resource was the ‘NRT website’, rated as either ‘very useful’ or ‘useful’ by a total of 81 respondents.
- The third most useful training and support resource was ‘Guidance on cover’. A total of 80 respondents said this was either ‘very useful or useful’.
- The least useful training and support resources were ‘Day in the life’ (26 respondents rated this as ‘not very useful’, ‘not useful at all’ or ‘not used’) and ‘SWOT’ (20 respondents in total rated this as ‘not very useful’ or ‘not used’). It is unsurprising that ‘SWOT’ and ‘Day in the life’ were less popular with schools as these resources do not directly relate to their individual situations.

3.6.2 Most useful elements of support

The LEA Remodelling Advisers were asked an open-ended question about which elements of the training and support provided by the NRT to LEAs and schools they considered to be the most useful. Table 3.5 summarises the most common responses.

Table 3.5 Usefulness of NRT training and support to LAs and schools

	N
Opportunities to network and share best practice	24
Remodelling tools	17
Regional support	17
PPA workshops and training	15
Regional briefings and meetings	14
Guidance packs and documents	13
Workshop and training materials	13
Change process model/change management programme	10
Being able to find an answer to queries	10
No response	2
N = 92	

Open-ended question

More than one answer could be given so frequencies may not sum total N

There was a diverse set of answers to this question. Over a quarter of the LEA Remodelling Advisers indicated that the most useful element of the training and support provided by the NRT to the LEA and schools was the opportunity to network and share best practice amongst themselves. A number of other aspects of NRT training and support were considered important, notably learning about remodelling tools and having access to regional support.

The interviews with LEA Remodelling Advisers sought to explore the effectiveness of the NRT Regional Training Team and the NRT Regional Advisers in supporting the delivery of the third year of the remodelling programme. The interviewees were overwhelmingly positive in their responses to both questions. They described the support they received from the NRT Regional Training Team in positive terms, including: ‘highly effective and enjoyable’; ‘very supportive’; ‘very good and beneficial’; and ‘great’. They described the support they received from the NRT Regional Advisers as: ‘extremely helpful’; ‘excellent’; ‘very helpful’; ‘very supportive’; and as an ‘effective source of support’.

Only two interviewees made critical comments about the support they received from the NRT Regional Training Team, describing this as ‘good in part’. Their criticisms included that the training could have been delivered in a shorter period of time, training could have been differentiated according to the experience of those being trained and that the training did not suit everybody’s learning styles. In addition, one interviewee thought that the Regional Adviser role had become more about monitoring and evaluation than support in recent months.

3.6.3 Sustainability of materials

The sustainability of training and support materials and/or resources was also raised in the survey. The respondents were asked to comment on the extent to which they felt those offered by the NRT were sustainable. The results are summarised in Table 3.6 below.

Table 3.6 Sustainability of NRT training and support materials and/or resources

	N
Entirely sustainable	14
Partly sustainable	70
Not at all sustainable	5
No response	3
N = 92	

A single response item

- The greatest number of respondents indicated that they felt the training and support materials and/or resources offered by the NRT to LEAs and Schools were ‘partly sustainable’. Only a small number of LEA Remodelling Advisers said that they believed these were ‘not at all sustainable’.

When asked how sustainable they thought the NRT training and support materials/resources were and how their sustainability could be improved, the LEA Remodelling Advisers who took part in the interviews made a range of generally positive comments. They said that they found the overall quality of the resources to be very high. One thought the remodelling tools were universally applicable, another commented that the PPA package was sustainable. Three LEA Remodelling Advisers explained that the materials are not sustainable because they cannot be repeated; they would need to be reviewed and revised before second use. Two interviewees noted that some materials had been slow to be issued. For example, they mentioned materials related to dedicated headship time and work/life balance which they had not received at the time of the interview.

A few of the interviewees suggested improvements to the sustainability of resources/material. These included: ensuring their prompt issue; letting LEA Remodelling Advisers know in advance what is coming so they can plan ahead; and, if necessary, issuing some materials in an unfinished state as something would be better than nothing.

3.6.4 Support offered by LEAs to schools

LEA Remodelling Advisers were asked two questions about the support they offered to schools in their local authority in relation to remodelling. The first ques-

tion asked them to rate the effectiveness of their LEA's support to schools in relation to a variety of different aspects of remodelling (see Table 3.7 below).

Table 3.7 Effectiveness of LEA support to schools

	Very effective	Quite effective	Not effective	Not sure	No response
Advising schools on statutory conditions, legal aspects and related pay issues of changes they wish to make	65	24	1	–	2
Communicating with schools	61	29	1	–	1
Facilitating remodelling events within schools and/or groups of schools	58	31	3	–	–
Communicating with key stakeholders	46	41	3	–	3
Managing the engagement of all schools	43	49	–	–	–
Providing NRT resources	42	47	1	1	1
Managing budgets	38	50	2	–	2
Collaborating with other LEAs	37	46	8	–	1
Working with others	35	48	3	3	3
Developing remodelling action plans	28	55	4	3	2
Informing colleagues across the LEA	25	63	4	–	–
N = 92					

A series of single response items

Listed in order of support mechanisms rated as 'very effective'

- In relation to all the aspects of remodelling, most of the LEA Remodelling Advisers rated the support they offered schools as either 'very effective' or 'quite effective'.
- The greatest number of LEA Remodelling Advisers rated the advice they gave to schools on statutory conditions, legal aspects and pay issues, as the most effective aspects of support they offered to schools (65 respondents rated this as 'very effective').

- The second most effective aspect of supporting remodelling was reported to be communicating with schools (61 respondents rated this as ‘very effective’).
- The third most effective aspect of remodelling in which respondents supported schools was in facilitating remodelling events within schools and/or groups of schools (58 LEA Remodelling Advisers rated this as ‘very effective’).
- The least effective aspect of remodelling was informing colleagues across the LEA (25 respondents rated this as ‘very effective’).

The interviews with LEA Remodelling Advisers sought to ascertain how effective the interviewees thought the LEA support for schools was and what could be done to improve it. All said the support their LEA offered to schools was good. A small number of interviewees gave reasons to explain the successes they had in supporting schools. These included taking a team approach within the LEA (this helped because schools could always find someone in the team who could offer them the type of support/advice they needed) and involvement of staff unions in the remodelling process. Two LEA Remodelling Advisers mentioned issues that had hampered their ability to support schools effectively. These were time constraints, staffing levels and workload issues within the LEA.

3.6.5 Readiness of support post-March 2006

The LEA Remodelling Advisers were asked to rate how ready they were to support the implementation of the NA in schools beyond March 2006. A summary of their responses is given in Table 3.8.

Table 3.8 Implementation of the NA beyond March 2006

	N
Entirely ready	26
Quite ready	50
Not ready	5
Not sure	10
No response	1
N = 92	

A single response item

The majority of LEA Remodelling Advisers felt ‘quite ready’ to support the implementation of the NA in their schools beyond March 2006 and over a quarter indicated they were ‘entirely ready’. However, there is clearly some uncertainty here, with five advisers saying they were not ready and ten saying they were not sure.

3.6.6 Suggested improvements to training and support

The questionnaire asked LEA Remodelling Advisers if they had any suggestions for improvement to the training and support provided by the NRT. Fifty-three people responded. The answers were diverse, although improvements to training were mentioned by 14 respondents. One LEA Remodelling Adviser asked for: ‘Training for heads of small rural schools in terms of work/life balance and achieving some dedicated headship time. Guidance on both these elements of the NA has been sadly lacking.’

Another respondent made a similar point:

Generally there is over-reliance on an urban model. Small rural schools have genuinely struggled with aspects of the NA. NRT might focus their support more sharply on different types of schools in different locations.³

One adviser offered the following comment about focus:

Training and support needs to focus on sustaining the remodelling approach to change, sustaining implementation of the NA, disseminating good practice and linkages with other initiatives and school priorities.

The interviewees were asked to comment on the same issues. They gave a range of answers, including:

- no improvements could be made
- training could be offered at more appropriate times – initially it was provided in good time but subsequent training was delivered too late
- NRT could think about delivering training on the content of materials rather than focusing solely on how to deliver them
- under the influence of the ECM agenda, the NRT should consider involving people in non-educational roles to provide training and support

- the training has improved as time has gone on – the NRT has become more focused, practical and inspirational in its training and support.

When asked to comment on any improvements to training and support offered regionally, none of the respondents volunteered any suggestions.

3.7 Sustainability of remodelling

The questionnaire contained a series of questions about the sustainability of remodelling in the future. It is important to note that because of the time at which the questionnaire was administered, the responses do not capture work done by the NRT between September and December 2005 that related directly to sustainability.

3.7.1 Development of role

The Remodelling Advisers were asked an open-ended question about the most important aspects of their role in the future. Table 3.9 summarises the responses.

Table 3.9 Important aspects of role as remodelling adviser

	N
Concerns that a stand-alone role will not be sustainable	21
Supporting schools in the management of change agendas (e.g. teaching and learning responsibilities)	20
Ongoing support for issues arising from the NA	19
Supporting workforce and standards issues in Extended School delivery	18
Maintaining and developing close links with headteachers and schools	18
Maintaining momentum for remodelling	15
Monitoring the implementation of the NA (i.e. effect on standards, budgets, etc.)	10
Sharing and developing good practice	10
No response	3
N = 92	

Open-ended question

More than one answer could be given so frequencies may not sum total N

The LEA Remodelling Advisers raised a number of aspects of their role that they felt would be important in the future. The most common answer expressed concerns that a stand-alone LEA Remodelling role would not be sustainable. (However, when asked whether they felt they were ready to support remodelling beyond March 2006, most respondents said they felt ‘quite’ or ‘entirely ready’ – see Table 3.8.) A similar number of respondents highlighted the need to keep supporting schools in the management of change agendas (20 respondents) or to provide ongoing support for issues arising from the NA (19 respondents). For example, one LEA Remodelling Adviser said he/she would need to continue: ‘Helping schools to embed the changes they have made so far and to help the smaller schools (first/primary) to achieve sustainable PPA plans beyond March 2006.’

Another commented that the most important aspect of the LEA Remodelling Adviser role in the future was to: ‘facilitate activity in [the local authority] and its schools and provide a strategic overview to link with Extended School initiative and Teaching and Learning Responsibility developments’.

3.7.2 Future LA support

The next question in the questionnaire gave LEA Remodelling Advisers an opportunity to say how their authority planned to support schools with remodelling in the future.

Table 3.10 Supporting schools with remodelling in the future

	N
Use of consultants	21
Not sure/not yet decided	18
Schools will be supported from across the LEA	13
Support likely to decline due to lack of funding	12
Through the extended school agenda (and other agendas such as <i>Every Child Matters</i>)	11
No response	1
N = 92	

Open-ended question

More than one answer could be given so frequencies may not sum total N

Other comments were received by >10 respondents respectively, these comments have not been presented here.

The most frequently mentioned way of supporting schools with remodelling in the future was through the use of consultants. One LEA Remodelling Adviser explained that future support plans were: ‘currently under review, but is likely to be through school-based and centrally based remodelling consultants. This will, however, depend on funding beyond March 2006.’ A smaller number (13 respondents) commented that schools would be supported from across the local authority. For example, an LEA Remodelling Adviser wrote: ‘A workforce development team has been established within the School Improvement Service. This consists of: Workforce Remodelling Adviser, ESRA, Senior Inspector (secondary) and Development Officer for Teaching/Learning Support.’

It is also apparent that not all plans were finalised, as 18 people said they were not sure how remodelling would be supported in the future.

In the following closed-response question, the LEA Remodelling Advisers were asked how sustainable they felt remodelling in their authority would be beyond March 2006.

Table 3.11 Sustainability of remodelling beyond March 2006

	N
Entirely	15
Partly	70
Not at all	2
Not sure	5
N = 92	

A single response item

- Table 3.11 shows that the majority of respondents felt that remodelling was partly sustainable in the LEA.

3.7.3 Suggestions for improving sustainability

The questionnaire invited LEA Remodelling Advisers to make suggestions for improving the sustainability of remodelling beyond March 2006. This was an open-ended question. The responses are summarised in Table 3.12.

Table 3.12 Suggestions for improvement

	N
Extend funding past March 2006	29
Continue Remodelling Adviser role	12
Embed process in LEA's approach to change and new initiatives	9
No response	27
N = 92	

Open-ended question

More than one answer could be given so frequencies may not sum total N

Further suggestions were made by less than six respondents respectively, these comments have not yet been presented here.

The answer given by the greatest number of respondents concerned extending funding beyond March 2006. One LEA Remodelling Adviser explained how sustainability was reliant on funding: 'School budgets are tight. The LEA budget is even tighter. Therefore, continuation of funding beyond March 2006, to support remodelling, is essential.' Another commented: 'Continued funding [is necessary] to enable us to make use of our excellent remodelling consultants beyond March 2006.'

In the interviews, the nine LEA Remodelling Advisers were asked what else would help them sustain and embed the NA in their schools beyond March 2006. Generally, their responses were very positive about the levels of sustainability that schools had already achieved. However, they did indicate a number of areas where LEA support for schools was still necessary to ensure that the NA became fully sustainable and embedded. These included:

- securing funding to support remodelling and in particular the LEA Remodelling Advisers' posts (the telephone interviews were carried out at a time when LAs did not know what the future funding situation in relation to remodelling would be)
- some schools needed time to catch up or continued support to reach the levels of most schools
- specific concerns over the way PPA time had been implemented in some schools
- specific concerns over schools with new headteachers.

Finally, the questionnaire provided an opportunity for LEA Remodelling Advisers to add further comments about remodelling or the work of the NRT. The most common response, given by 33 respondents, indicated that they were pleased with the availability of and type of support provided by the NRT. No other responses were given by more than five respondents. A large number of respondents (38 individuals) did not comment.

The interviews also invited LEA Remodelling Advisers to make any further comments. Just less than half chose to do so, adding positive comments about the NRT and their experiences of working on remodelling. One adviser commented that: 'I really do rate this material and the strategy but I just want it to go further'. Another said that the NRT 'are doing a good job'.

Notes

- 1 Every local authority (150) in England has appointed an LEA Remodelling Adviser. At the time of the survey, 140 were in post.
- 2 Teaching and Learning Responsibilities were implemented by end of December 2005.
- 3 It is important to note that soon after the NFER questionnaire was administered, the NRT addressed some of these issues through implementing the changes to the training programmes in response to comments received on their own post-event evaluation questionnaire.

4 Findings from ESRA survey and interviews

4.1 Introduction

This section reports the findings of the questionnaire survey which was sent to ESRAs in September 2005. It also reports the findings from interviews carried out with nine ESRAs during January and February 2006. Extended School Remodelling Advisers had a similar role to that of the LEA Remodelling Advisers, except ESRAs are working with the NRT, local authority departments and schools to develop the extended school agenda. At the time of the survey (September 2005), some ESRAs were in a temporary position or had only been in post for a short time, whereas others had been in post for longer. Some of the questionnaire responses reflect the length of time respondents were in post.

4.2 About the survey

4.2.1 Survey aims and design

The questionnaire was designed to elicit a range of information from the ESRAs. Respondents were asked to comment on the following key areas:

- their role as an ESRA
- developing extended services within the authority
- the training and support offered by the NRT
- achievements and challenges
- any suggested improvements to the extended schools programme.

4.2.2 Survey administration

The NRT provided NFER with contact details for each ESRA and the questionnaire was sent to all 108 individuals. Of these, 30 individuals concurrently held the role of LEA Remodelling Adviser and ESRA – these individuals were sent both questionnaires. The survey was administered in September 2005 and ESRAs were given about five weeks to complete and return their questionnaire. Two

email reminders were sent to those who had not responded by the end of the second week and fourth week.

4.2.3 Response rate

Of the 108 questionnaires sent, 66 were returned within the administration period – a total of 61 per cent. Two questionnaires were returned after the closing date. These questionnaires have not been included in the analysis. However, the replies given by the late respondents were similar to those that were included in the analysis.

4.3 About the interviews

During January and February 2006, telephone interviews were carried out with a sample of ESRAs. Nine ESRAs were randomly selected, one from each of the nine Government regions, and asked for their views on:

- programme development
- training and support
- successes and challenges
- working with others
- plans for future development
- effectiveness of the NRT in supporting them to carry out their role.

ESRAs who indicated in their questionnaire that they were willing to be involved in the interview phase of the research formed the database from which a random selection of nine Advisers was selected. A total of 55 respondents volunteered to be interviewed. ESRAs were sent an email inviting them to be involved in the research. Emails were followed up by a telephone call a few days later.

4.4 The ESRA role

4.4.1 Job title and previous NRT experience

We were interested to find out about the occupational background of ESRA's. The questionnaires, therefore, included a number of questions about their job title, previous experience of working with the NRT and their role. In relation to their job title, over half of ESRA's (35 respondents) explained that they were an adviser or coordinator of extended schools remodelling. Other job titles reported included:

- Extended schools manager (six respondents)
- Extended schools development officer (five respondents)
- LEA remodelling facilitator (four respondents)
- School improvement manager (three respondents).

Other job titles were reported by one or two respondents. Two respondents did not answer the question.

Over a third of respondents (26) had worked with the NRT previously. Of the 26 respondents who had worked with the NRT previously, most had been a remodelling adviser (17 respondents). Two respondents did not answer the question.

Of the nine ESRA's interviewed, most had been in post for about two years, however the length of time in post across all interviewees ranged from six months to over two years. ESRA's had a range of job titles, including: Education Officer and ESRA, Extended Schools Coordinator or Manager, Area Strategy Manager and Senior Children's Services Officer. Most interviewees had worked with the NRT prior to becoming an ESRA.

4.4.2 Important aspects of role

The questionnaire asked ESRA's what they expected to be the most important aspects of their role. Almost two-fifths of respondents (25) explained it was to bring schools together. Just under a third (20 respondents) thought one of the most important aspects of their role was to provide support to schools and just over a quarter (18) said developing a strategic approach for the delivery of the extended schools agenda.

During the interviews, ESRAs were asked to briefly outline their key roles and responsibilities and asked to comment on whether their role had changed in recent months. Generally ESRAs felt their role had not altered over recent months. However, they explained that they were beginning to take on a more strategic development role.

A small number of interviewees explained that their LA was split into smaller areas and it was within these areas that ESRAs were working closely with regeneration teams, housing departments and others to develop extended services. These multi-disciplinary teams aimed to meet the needs of the local community. Multi-agency working was a key element of the interviewees' role; in particular they were responsible for engaging partners. A small number of ESRAs explained that they worked closely with colleagues involved in workforce reform issues, including the National Agreement. As a consequence of this one interviewee thought that merging the two programmes would achieve more effective facilitation.

4.5 Developing extended services

4.5.1 Developing a strategy for Children's Services

During the interviews, ESRAs were asked how extended services formed part of their LA's strategy for developing Children's Services. Unsurprisingly, ESRAs explained that the development of extended services was one of the key aspects to help address the *Every Child Matters* agenda in terms of improving the life chances and meeting the needs of children and young people locally. Extended provision formed part of the most LAs' Children and Young People's Plans (CYPPs) and coincided with the development of Children's Centres.

A small number of ESRA interviewees went on to explain that the development of extended services and remodelling were intrinsically linked – they did not perceive the two to be separate programmes.

4.5.2 Number of schools involved

In the questionnaire, ESRAs were asked several questions about developing the extended schools agenda within their authority. They were asked to specify the number of schools that they were working with at the time of completing the

questionnaire. The median number of schools ESRAs reported to be working with was 25 (this excludes the five respondents who did not answer the question).

Most ESRAs were developing extended services with all schools in the LA rather than with the target number of schools agreed with the NRT. ESRAs encouraged all schools to get involved, either at the same time or in different cohorts, with the earlier cohorts supporting those schools that became involved at a later stage.

4.5.3 Methods of support

ESRAs were asked an open-ended question about the support they provided to schools. Almost a third of survey respondents (21) said offering advice was one of the ways in which they had been supporting schools to deliver extended services. A similar proportion of survey respondents (18 respondents) said they supported schools by providing links with providers and agencies. Eighteen respondents described how they worked directly with schools or clusters of schools. Just under a quarter (15 respondents) said they had been providing training to schools. One respondent described the ways in which he/she supported schools as:

Providing opportunities for schools to work with different agencies, providing training for planning [and] training for monitoring and evaluation.

The interviews provided more detail about the ways in which ESRAs supported schools. In terms of training, some ESRAs described how they had adapted the NRT training and tools to ensure their relevance to schools. One ESRA described how schools within the LA were provided with pre-NRT familiarisation training so schools had a good understanding of the extended schools programme prior to doing the NRT training. Another ESRA explained how he adapted the training to increase its relevance to schools.

Of the ESRAs interviewed, most explained that their LA was working with clusters of schools to develop extended services; mostly this was because the LA was split into different areas.

In terms of offering direct support to schools, interviewees explained they helped schools to create a strategic vision, assisted them to identify the needs of the community, identify gaps in provision and meet the core offer. ESRAs also provided information and support to governors, and raised awareness amongst the community and parents.

Another key element of the ESRA role in supporting schools was developing links with providers, including community groups. They were eager to ensure schools and partners worked collaboratively to develop extended provision. For one LA, this had been a particular challenge as the attitude of headteachers was sometimes perceived, by partners, to be negative due to the amount of questions they asked.

4.5.4 LAs' approach to the extended schools and remodelling programmes

ESRAs involved in the interviews were asked about the extent to which the extended school agenda related to the remodelling programme within their LA. Interviews revealed that LAs viewed the two programmes as complementary and developed extended school and remodelling jointly. Both programmes were a key element to LAs' strategic vision for developing children's services. In some LAs, the two programmes ran alongside each other; in others, colleagues from one programme would update colleagues from the other programme either through formal meetings or through more informal methods. Only one interviewee said the two programmes did not relate very closely within his/her LA. The main reason for this, the ESRA explained, was the size of the LA and due to this that the two programmes had not been aligned.

4.5.5 Partnership development

Table 4.1 illustrates the survey data which shows the extent to which ESRAs thought schools were developing extended services in partnership with other agencies.

Table 4.1 To what extent are schools developing extended services in partnership with other agencies?

	Always	Often	Occasionally	Hardly ever	Never	Not sure	No response
Other schools	11	30	18	–	–	2	5
Health	2	26	26	4	–	4	4
Social services	3	19	26	8	1	5	4
Youth services	2	27	26	3	–	3	5
Police	1	14	29	12	–	5	5
Youth Offending Teams (YOT)	1	8	26	13	2	8	8
Business support team	2	7	15	14	3	15	10
Consultancies	–	3	13	18	8	10	14
OSHL (out-of-school-hours-learning) providers	13	31	13	2	–	3	4
Voluntary childcare providers	3	26	24	3	–	4	6
Private childcare providers	3	21	28	2	1	5	6
Other childcare providers	2	19	23	1	–	9	12
Childminders	1	10	25	7	2	11	10

N = 66

A series of single response items

- Generally, ESRAs indicated that schools were developing extended services in partnership with a number of different agencies. In particular, over half of ESRAs indicated that schools ‘always’ or ‘often’ work in partnership with out-of-school-hours-learning (OSHL) providers (44 respondents) and other schools (41 respondents).
- ESRAs indicated that schools ‘often’ worked in partnership with youth services (27 respondents), health (26 respondents) and voluntary childcare providers (26 respondents).
- Police, private childcare providers and social services ‘occasionally’ worked with schools to develop extended services. These partnerships were reported by 29, 28 and 26 respondents respectively.

- ESRAs said schools ‘hardly ever’ or ‘never’ worked in partnership with consultancies (26 respondents) and youth offending teams (15 respondents).
- ESRAs were asked to specify which other LA services schools worked in partnership with (if any) to develop extended services. Over half of ESRAs (38) indicated that schools worked in partnership with other LA services. Of these, 14 respondents said schools worked with Early Years services and ten ESRAs said schools worked in partnership with Adult Education.
- ESRAs were asked to specify whether schools worked in partnership with voluntary services. Twenty-seven ESRAs responded to the question. Most frequently, the Children’s Fund was mentioned (eight respondents).
- ESRAs were given the opportunity to state whether schools were working with any other agencies to develop extended services. Very few (eight) respondents specified another agency. Responses included: Connexions; and colleagues from the local area, for example a local university, New Deal for Communities (NDC); and community partnerships (two respondents each).
- Almost two-thirds of ESRAs indicated schools ‘always’ or ‘often’ worked with children and young people and young parents.
- Very few ESRAs indicated they only work with the education department.

Table 4.2 illustrates the extent to which ESRAs thought schools are developing extended services in partnership with potential users.

Table 4.2 To what extent are schools developing extended services in partnership with others?

	Always	Often	Occasionally	Hardly ever	Never	Not sure	No response
Children/young people	11	31	13	–	–	6	5
Parents	11	27	17	–	–	6	5
Wider community	4	23	25	2	–	6	6
Education dept only	2	2	1	7	22	5	27

N = 66

A series of single response items

During the interviews, ESRAs were asked whether they felt working with others had been effective. Generally, ESRAs felt that where their LA had a clear strate-

gic vision for developing multi-agency working relationships, it made the process easier. As one ESRA said: ‘You really need to involve every level of management right from the bottom all the way to the top.’ This point was reiterated by other interviewees.

LAs had formal strategies in place for collaborative working between LA services. This usually involved local multi-agency steering group meetings. In one LA it was recognised early on that every school could not deliver wrap around care, so they were encouraged to work in neighbourhood teams. Within each team colleagues from different services, for example Early Years, Neighbourhood Renewal, Health School Programme Coordinator, had steering group meetings to develop extended provision through close consultation with the local communities. Other LAs took a similar approach.

A small number of ESRAs felt a great deal of further developments needed to take place. One felt his LA had only really engaged the education sector to date.

A small number of ESRAs explained it was challenging working with others due to the different working practices and the different understanding of terminologies.

4.5.6 Additional training requirements

The questionnaire asked whether or not ESRAs felt they needed additional training and/or support to assist them in providing support to schools to develop extended services. Just over half (34) respondents said they did not require additional training and/or support. Six ESRAs did not respond to the question. The 26 respondents who indicated they need additional support were invited to provide details of what training and/or support was required. Four indicated they need help in dealing with local authority partnership groups; five said it was too soon to comment.

4.6 Change management process

4.6.1 Importance of the process

To facilitate workforce remodelling, the NRT recommends that schools use a five-stage management process to facilitate change. The change process is considered to involve five stages: mobilise, discover, deepen, develop and deliver. ESRAs

were asked to feedback on how helpful they had found the NRT’s change process in helping school with partnership/multi-agency working. The evaluation explored ESRAs’ experiences of using the change management process to support LAs and schools in developing the extended services agenda. ESRAs were asked how important they felt it was to have a change management process to support LAs and schools. Table 4.3 illustrates the findings.

Table 4.3 How important is it to have a change management process to support LAs and schools?

Importance	N
Very important	37
Important	11
Fairly important	12
Not very important	3
Not at all important	–
No response	3
N = 66	

A single response item

- Over half of respondents indicated that it was ‘very important’ to have a change management process to support LAs and schools. When we combine the number of respondents that indicated ‘very important’ and ‘important’, it emerges that over three-quarters of responding ESRAs felt the need for a change management process.

4.6.2 Alternative processes

ESRAs were asked how they would have approached the extended schools programme without the NRT change management process. Just under a quarter (16 respondents) said they had developed their own model before the NRT became involved in the programme. Just under a fifth (13 respondents) said they would have developed the programme in a similar way to the NRT model. Twelve respondents explained how they would have developed support clusters or networks to provide support for schools to work in partnership with other agencies or services.

4.7 Training and resources

4.7.1 Usefulness of training and resources

The evaluation explored ESRAs' perceptions of the training and resources provided. ESRAs were asked to rate the usefulness of a list of training and resource materials to develop extended services with schools in their authority. A summary of their responses is given in Table 4.4.

Table 4.4 How useful were NRT training and resource materials?

	Very useful	Useful	Fairly useful	Not very useful	Not useful	Not used	No response
ESRA training	13	23	16	11	2	1	–
ESRC training	13	11	9	3	1	19	10
Business briefing	3	14	19	17	5	4	4
NRT newsletters	7	22	22	9	2	1	3
NRT website	12	23	19	8	1	2	1
NRT Core Team	10	20	18	10	6	–	2
NRT Regional Advisers	23	18	12	7	1	4	1
N = 66							

A series of single response items

- Overall ESRAs found training and resources provided by NRT to be useful. Of particular value was the Regional Adviser support: this was considered 'useful' or 'very useful' by almost two-thirds of ESRAs.
- Over half of the survey respondents indicated that they found ESRA training to be 'very useful' (13 respondents) or 'useful' (23 respondents).
- Just under a half of respondents rated the NRT Core Team and the newsletters to be 'very useful' or 'useful' at helping ESRAs support schools to develop extended services.
- Over a quarter of respondents had not participated in the ESRC training. However, of those who had attended the training, 13 respondents considered it to be 'very useful' and 11 respondents indicated it was 'useful'.

- Business briefing sessions were not considered to be particularly useful to ESRAs developing extended services, with only three and 14 respondents respectively selecting ‘very useful’ and ‘useful’. Seventeen respondents indicated the sessions were ‘not very useful’. (It should be noted that Business Briefing sessions were run only at the start of the programme. They were intended to provide background information on the DfES Extended Schools Prospectus and about the extended school agenda.)
- Eight respondents indicated they used other sources of training or support to help them develop extended services with schools. Their strategies included working with the LEA RA or ESRA colleagues (as indicated by two respondents).

The interviews revealed further insights into the usefulness of NRT training and support. Generally views were positive about NRT support, one interviewee described NRT as ‘all excellent.’ The support provided by the Regional Advisers was viewed most favourably, in particular ESRAs valued regular contact to provide updates on progress, advice and information sharing. Regional Advisers were described as ‘knowledgeable and understanding’ by one ESRA. However another ESRA felt:

There is an assumption that because some of the Regional Advisers have been involved in remodelling, that they can deliver extended services, which is a totally different beast ... Extended schools is much greater and far more complicated and has to engage a large number of organisations. I do not necessarily think the skills are the same.

When asked for their views about the ESRA training, interviewees had mixed opinions. Most thought the training was very good and was useful, however a few felt the training was too long, that the NRT needed greater understanding about the needs of local authorities and the different roles and responsibilities of people attending the training. A small number of interviewees said the training was too focused on Workforce Reform rather than the extended school agenda.

In relation to the usefulness of the NRT website, a small number of interviewees accessed the website regularly and said they found it very useful.

By the time the interviews were conducted, some ESRC training had taken place. Interviewees felt it was a beneficial event, particularly the multi-agency networking opportunities. A small number of interviewees did not attend the training but their colleagues attended in order to provide targeted support to schools in their geographical area. A further few ESRAs said they felt the training was very ‘authoritarian’ in its approach. Most interviewees had not been involved in training provided by other organisations.

4.7.2 Quality of training

Table 4.5 illustrates how respondents rated the quality of the training they had received.

Table 4.5 How would you rate the quality of the NRT training?

Quality	N
Very good	14
Good	20
Fairly good	22
Not very good	7
Not at all good	1
Not sure	1
No response	1
N = 66	

A single response item

- Overall, respondents were positive about the training they had received. Just over half indicated the training was ‘very good’ or ‘good’ (14 and 20 respondents respectively). ESRAs most frequently indicated that training was ‘fairly good’ (22 respondents).

4.7.3 Quality of support materials

ESRAs were asked to rate the quality of the training materials they were using to deliver training to schools (see Table 4.6).

Table 4.6 How would you rate the quality of NRT support materials?

Quality	N
Very good	6
Good	21
Fairly good	11
Not very good	3
Not at all good	–
Not sure	9
No response/Not yet used	16
N = 66	

A single response item

- Once again, respondents were generally positive about the quality of the materials they used to deliver training to schools. Almost half indicated the materials were very good or good (6 and 21 respondents respectively). No one selected not at all good and only three respondents thought the materials were not very good.

4.7.4 Possible improvements

Questionnaire respondents were asked whether the materials needed improvement. Just over half of respondents (35) identified improvements that could be made. Fourteen respondents said ‘no’ and 17 did not answer this open-ended question. Of those who thought the training and resource materials required improvement, the most common comment was that the materials needed more relevant content (as indicated by nine respondents). As one explained:

Make them more relevant to schools and extended provision. The training is about a process and tools and nothing to do with offering practical support. It's mostly irrelevant.

Seven ESRAAs felt the training and materials should be less prescriptive and four said the ESRA training lacked clarity. Another respondent explained ‘Based on ESRA training, I found very little clarity in the role of the ESRA.’

During the interviews, ESRAs were asked to make suggestions for improvements to training and support. A few interviewees suggested the training should be reduced. Other than this, positive comments were made.

4.8 Support

4.8.1 Quality of NRT support

ESRAs were asked to comment on the level and quality of support offered by the NRT. Table 4.7 shows how ESRAs rated the quality of support the NRT provided for advisers to develop extended services with schools.

Table 4.7 How would you rate the quality of NRT support for ESRAs?

Quality	N
Very good	13
Good	21
Fairly good	14
Not very good	7
Not at all good	2
Not sure	6
No response/too early to comment	3
N = 66	

A single response item

- ESRAs were positive about the support they received from the NRT. Over half rated the quality of support as ‘very good’ (13 respondents) or ‘good’ (21 respondents) with only a minority indicating the quality was either ‘not very good’ (seven respondents) or ‘not at all good’ (two respondents).

4.8.2 Flexibility of NRT approach

The NRT were interested to find out whether ESRAs perceived the NRT approach to be flexible. The findings are reported in Table 4.8.

Table 4.8 How flexible have you found the NRT in helping meet your needs?

Level of flexibility	N
Very flexible	9
Flexible	23
Fairly flexible	17
Not very flexible	5
Not at all flexible	4
Not sure	4
No response/too early to comment	4
N = 66	

A single response item

- Almost half of respondents thought the NRT was ‘very flexible’ or ‘flexible’ (9 and 23 respondents respectively) in developing the extended schools agenda. About a quarter (17 respondents) perceived the NRT to be ‘fairly flexible’ in helping ESRAs meet their needs.

4.8.3 Possible improvements

ESRAs were asked to indicate whether they felt NRT support could be improved, and if so, they were asked to specify in what ways. Thirty respondents indicated that support could be improved, whereas 24 said not and 12 people did not answer the question. Of those that said NRT support could be improved, most frequently ESRAs simply stated that they found the NRT to lack flexibility (13 respondents). Other suggestions for improvement included the NRT should work more closely with local authorities, should have more links with ContinYou or 4Children or that the NRT should adopt a ‘consultancy style’ approach.

4.8.4 Additional support needs

ESRAs were asked an open-ended question: What further support do you require to develop extended schools in your authority? Twenty respondents declined to answer and seven said current support was sufficient. Of those who did offer suggestions for improvement, eight thought more financial support was required. Other suggestions for improvement, each made by five respondents, were that

more case study examples were needed and that the NRT should maintain the current level of support.

4.9 Achievements and challenges

4.9.1 Main achievements

The remodelling extended schools programme was in its infancy at the time of questionnaire administration. However, when asked about their LA's main achievements to date, almost a quarter of ESRAs (16) said their main achievement was the partnerships they had built with other agencies. Thirteen ESRAs explained how all or most schools in their LA were committed to the programme. Twelve ESRAs pointed to the extended schools strategy that had been produced for their authority. Eleven ESRAs stated that many of their schools were already delivering a range of extended services.

By the time the interviews were carried out (March 2006), local authorities had made further developments with the extended programme. This said, when asked about the main successes to date, many reiterated the successes that were also most salient for the survey respondents. Not only were many schools engaged in and committed to developing extended services, but schools, LAs and partners had also increased their understanding of the agenda, according to many interviewees. Most interviewees were also positive about the multi-agency working that had increased to support the development of extended services. One LA had trained many ESRCs from multi-agency backgrounds, for example from police, health, Early Years and the voluntary sector illustrating the commitment from other agencies to deliver extended provision. As ESRCs were from a particular background, they were able to offer professional advice and support to schools in their area of expertise. Another LA had engaged many former headteachers to become ESRCs: the ESRA felt this had helped to promote the agenda to schools.

4.9.2 Challenges

When asked about challenges to date or anticipated challenges, most frequently survey respondents referred to engaging schools (16 respondents). As one ESRA explained, it was a challenge 'getting schools to accept that they can deliver this agenda at a time of great workload with PPA, TLRs and new staffing structures'.

Twelve respondents identified getting agencies on board as particularly challenging; a similar proportion said the lack of funding was a challenge. Ten said that ensuring schools worked together was a challenge. ESRAs were also asked how they thought their challenges could be overcome. Almost a quarter of respondents (15) thought that additional funding would help address the challenges. Other suggested strategies included: through advice (eight respondents); sharing of good practice (five respondents); and time to work with the community (five respondents).

During the interviews, ESRAs were asked about challenges they had faced to date. They were also asked about the perceived main challenges for schools. In relation to the former, ESRAs appeared to have faced challenges that were specific to their context. However, some of the concerns related to lack of understanding about the programme – this may be because it was still in its early stages in the new year. For example, in one LA, there had been a lot of reorganisation which had impacted on services, delivery and support and meant that the ESRA had faced challenges in engaging multiple agencies. In another LA, although many agencies were eager to be involved in extended provision, the ESRA explained they lacked enthusiasm when they realised this meant operating beyond the normal school day and during school holidays. In another LA, the ESRA reported that colleagues felt threatened by the agenda as they were uncertain where their role would lie in the future.

Some ESRAs said that their LAs faced a challenge in trying to develop extended provision because schools had other priorities in the autumn term of 2005, namely, TLRs and SEF. Other schools were not interested in the programme and the ESRAs felt it would be a substantial challenge to engage all schools by 2010.

One interviewee described the enormity of the agenda as a challenge: ‘The size of the task, it’s massive. The whole culture change is a real challenge ... it’s about winning over hearts and minds.’ On a related issue, another ESRA said he did not have adequate funding to resource the necessary support mechanisms for schools. He would have liked to resource coordinators to spend more time supporting schools.

For one ESRA the challenge was ensuring school ownership as it was difficult ‘getting the message beyond the headteacher’. Another explained developing extended services was particularly a challenge for primary schools as they lacked the resources to deliver the programme.

In terms of perceived challenges for schools, these concentrated in three key areas. First there were issues with the culture change and working with others. Specifically, ESRAs explained that identifying outsider providers and agencies within the community was a challenge for some schools. Accommodating the working practices of schools and other agencies was also challenging for some schools. One ESRA explained that schools in his LA were having difficulty with working in partnership and not taking the lead, and found it challenging working collaboratively with other schools that had been previously viewed as competitors. Second another recurring challenge related to schools priorities. ESRAs explained that schools were dealing with the implementation of other initiatives and that extended schools was not one of the top priorities. Third finding the resources to fund the developments was challenging particularly for primary schools. One referred to the physical barriers of school buildings and the difficulties of not having the space to provide extended provision. Another identified the main challenge as personnel, governance and finance – there are operational issues around those three key areas.

ESRAs were invited to suggest ways to address these challenges. A wide variety of suggestions were made, these included:

- make sufficient funds and support available
- simplify the process because people within the LA were getting overloaded with initiatives and were under considerable pressure
- promote the philosophy behind the agenda to schools
- share best practice
- develop a strong strategic approach within the LA which will enable challenges to be overcome through central coordination.

4.9.3 Suggestions for improvement

The survey asked ESRAs to offer suggestions for improvement to the extended schools programme. Almost half of respondents (31) did not answer the question. Where suggestions were offered, most frequently ESRAs wanted clarity over funding streams (as mentioned by six respondents). A similar proportion felt it was too early to comment. Five respondents suggested the programme should be less prescriptive and a similar proportion thought there should be only one external contact.

4.9.4 Further developments

During the interviews, ESRAs were asked how they thought their role might develop in the future. Generally ESRAs thought their role would broaden and they would be involved in greater promotion of the wider ECM agenda. Within this context, they mentioned engaging more schools in extended services, promoting developments of communities and awareness raising about the different government agenda (for example 14–19, Childcare Strategy) and how they relate to one another.

4.9.5 Additional information

The survey provided ESRAs with the opportunity to provide additional comments about the NRT and extended schools programme. Almost two-thirds of ESRAs (43) did not offer additional comments. Of those that did respond to the question, nine ESRAs made positive comments about the quality of the NRT. As one respondent explained ‘the NRT are very organised and provide very good support’.

5 Findings from the Remodelling Extended Schools Regional Trainers survey and interviews

5.1 Introduction

This section reports the findings from a survey of 47 Extended Schools Regional Trainers (ESRTs) carried out in September and October 2005 and the findings from interviews with nine ESRTs carried out in February 2006.

The ESRT role was introduced by the NRT in September 2004 to provide support to LAs in relation to workforce remodelling. The role involved: working alongside LAs and schools; delivering workshops on PPA content and delivery, providing training on remodelling skills and tools and also contributing to the NRT's Continuous Quality Improvement (CQI) process by visiting LAs and observing tranche events. Earlier this year, the role was widened to provide support for the Extended Schools agenda, which was reflected in the ESRT job title. It should be noted that at the time of the survey, few ESRTs had delivered more than one training session.

5.2 About the survey

5.2.1 Survey aims and design

This evaluation sought to provide an overview of the ESRT role and to explore their views on the effectiveness of the NRT in supporting LAs. A four-page questionnaire survey was distributed to all 65 ESRTs, within England's nine government regions (an average of seven per region). The aim of the survey was to gain an overview of the ESRT role and to elicit views on: the effectiveness of the NRT's model of delivery and support for LAs to develop the Extended Schools programme; and the effectiveness of the NRT's training, tools and techniques in helping LAs to support schools.

5.2.2 Survey administration

The NRT provided the NFER with contact details for each ESRT and a questionnaire was sent to all 65. The survey was administered in September 2005 and trainers were given about four weeks to complete and return their questionnaire. One email reminder was sent to those who had not responded by the end of the second week.

5.2.3 Response rate

Forty-seven of the sixty-five questionnaires were returned within the administration period (a response rate of 72 per cent). No questionnaires were returned after the closing date.

5.3 About the interviews

Telephone interviews were carried out with a sample of nine randomly selected ESRTs who had agreed to be interviewed on the questionnaire. The sample was chosen, as far as possible, to represent the nine different government regions. The aim of the telephone interviews was to provide more in-depth information on the issues emerging from the survey.

The interview schedule was designed to elicit a range of information from ESRTs, especially providing more detail in relation to the questionnaire responses. The interviews were semi-structured and were focused on the following key areas of the evaluation:

- progress in terms of supporting the Extended Schools programme
- working with others (ESRAs, ESRCs, the NRT core team, colleagues from other services)
- the effectiveness of the training support they had received
- the effectiveness of the training they had provided
- the LA support for schools in relation to supporting the Extended Schools programme.

Of the 47 ESRTs who responded, 37 indicated that they would be willing to be contacted again by the NFER in relation to the year 3 evaluation. These ESRTs

formed the database from which a random sample of nine interviewees was taken. The selected ESRTs were sent an email inviting them to be involved in the research. Emails were followed up by a telephone call a few days later. One ESRT did not respond to the email or phone call and was replaced by another randomly selected trainer.

A total of nine ESRTs were interviewed. The sample included representatives from London, the North East, the North West, the South West, the South East, Yorkshire and the Humber, the Midlands and the East of England. One ESRT said he had worked all over the country rather than in one specific government region.

5.4 The ESRT role

5.4.1 Type of trainer

As part of the NFER survey, ESRTs were asked to specify their current job title. The 47 respondents could list a maximum of two roles. The most commonly reported job titles were ‘independent consultant’ (given by 20 respondents), ‘NRT Regional Trainers’ (given by 12 respondents) and ‘facilitators of other programmes’, although these programmes were not specified (given by eight respondents). All other job titles were reported by one or two respondents, and included roles such as: school improvement officer, headteacher, social worker, psychotherapist, diocesan adviser, NSPCC children’s service manager, and health promotion specialist. One respondent reported that he/she was also working as an ESRC.

The nine ESRTs who took part in the interviews described their job titles in a range of different ways. These included: multi-agency trainer, independent consultant, NRT Extended Schools trainer, regional facilitator, consultant, adviser, ESRT, and regional trainer. They reported having been in post for between six months and two years.

5.4.2 Occupational experience

ESRTs taking part in the survey were asked to indicate their occupational experience in the following sectors: education, health, youth crime/police, special educational needs (SEN), behavioural units, National Society for the Prevention of Cruelty to Children (NSPCC) and child protection, social services, Sure

Start/child care. Respondents were also given the option of specifying two other occupations in which they were experienced. Table 5.1 details the responses given to this question.

Table 5.1 Occupational experience of respondents

Occupation	Very experienced	Experienced	Fairly experienced	Not very experienced	Not experienced	No response
Education	34	6	2	4	1	0
Health	4	2	9	19	10	3
Youth crime/police	–	3	8	16	15	5
SEN	6	15	9	8	5	4
Behavioural units	2	5	14	10	11	5
NSPCC and child protection	5	3	16	10	8	5
Social services	5	5	10	14	9	4
Sure Start/child care	4	5	8	8	18	4
Other	6	2	2	1	–	36

N = 47

A series of single response items

As shown in Table 5.1 above, most respondents regarded themselves as being ‘very experienced’ (34) or ‘experienced’ (6) in the field of education. A smaller number of respondents indicated that they were ‘experienced’ (15) or ‘fairly experienced’ (9) in the area of SEN. The ‘other’ areas of occupational experience, reported by one or two respondents, included ‘youth work’, ‘National College for School Leadership’ (NCSL), ‘civil service’, ‘family law’ and ‘business/industry’. On the other hand, the occupational settings in which respondents felt they were *not* experienced were youth crime/police (15), Sure Start/child care (18) and behavioural units (11).

5.4.3 Previous experience of NRT

ESRTs were asked to detail their previous experience of working with the NRT. Respondents could give a maximum of three replies. Just under half of respondents (20) reported having no such experience. However, just over a third (17) did have previous experience, as they had formerly worked as PPA trainers. In addi-

tion, nine respondents reported working as Effective Teams trainers, seven had worked as Skills and Tools trainers, six had worked as Remodelling Advisers, four had worked as Remodelling Regional Trainers and three had worked as Remodelling Consultants. Other replies, given by one or two respondents, included headteacher of an Early Adopter school, and participant of the Transforming the School Workforce Pathfinder project (participant of PPA trial).

5.4.4 Important aspects of the ESRT role

The NFER questionnaire invited ESRTs to detail what they thought were the most important aspects of their role or, if they were unsure at this stage, what they anticipated would be the most important aspects. Respondents were able to give a maximum of three responses. The ten most common replies given by respondents are presented in Table 5.2 below.

Table 5.2 Most important aspects of ESRT role

Aspect of ESRT role	N
Providing support to address change (e.g. clarity/confidence/ structure)	15
Helping to make multi-agency approaches work	13
Facilitating schools/LAs	9
Ensuring ESRCs are well prepared for their role	7
Ensuring LA trainers are well prepared/supported	6
Facilitation of ESRA/ESRC training	6
Enthusing LA staff regarding agenda	5
Engendering, encouraging, enthusing, innovating	5
Providing knowledge of the education sector	3
Delivering training	3
N = 47	

Open-ended question

More than one answer could be given so frequencies may not sum total N

As shown in Table 5.2, the most frequently reported response related to supporting change. For example, one ESRT described his/her role as: ‘Giving key messages about the implications of the Change for Children agenda – helping those involved to see the potential and manage the issues/concerns/practical problems.’

During the interviews the ESRTs were asked again to describe their main roles and responsibilities in relation to the Extended Schools programme. The most frequently given answer concerned the delivery of the ‘four-day programme’ and ‘the day five programme’.

Overall the comments the ESRTs gave in relation to their role were positive. However, one individual commented that the role had not been what he was expecting. He said: ‘So far [the ESRT role has been] a bit of a disappointment ... we understood that we were going to be providing support to LAs actually implementing it, none of that work has come my way.’

Other aspects of the role that interviewees commented on included:

- coaching LAs to deliver the four workshops
- delivering the ESRC and effective teams training
- supporting NRT and feeding back to the core team after delivering training (particularly in relation to resistance and other issues arising during the training programmes).

5.5 Main success and challenges in terms of supporting the Extended Schools programme

The nine interviewees were asked what they thought had been the main successes and challenges in terms of supporting the Extended Schools programme. They reported that the successes were:

- the structure and flexibility of the NRT programme and materials (these were described as interactive and adaptable to LA need and context)
- the sense of ownership that the training programmes instilled in participants
- working with LAs to implement the workshop programme.

The main challenge mentioned by the ESRTs who took part in the interviews concerned transmitting the message that the Extended Schools programme involved multi-agency working and was not a school-driven agenda. A few thought that the focus on the title *Extended Schools* was misleading. One ESRT explained that the language used was very important:

We have moved away from 'extended schools' to 'extended services'. However, that language is still coming up and the schools and certainly headteachers, ex-headteachers and educationalists within the NRT are still slipping into 'extended schools'. It is not giving the right message to the participants who are expected to go back and talk to all and sundry in the LA about this whole thing.

Other challenges mentioned by only one or two of the interviews were:

- convincing people that the Extended Schools programme is a positive move
- not having suitable spaces in which to conduct training
- meeting the group they had to work with to deliver the training only the day before they had to deliver the programme
- challenging barriers that have been built over many years in local systems and which threaten the success of multi-agency working
- managing the volume of NRT materials.

During the interviews ESRTs were invited to comment on anything that could have been done to help address these challenges. The majority said there was nothing. They offered very positive comments about the way NRT had addressed the Extended Schools programme. A small number of ESRTs made some suggestions, these included one of the following comments (none of which were made by more than one person):

- ensuring that a range of multi-agency staff attended training sessions to make it clear that this is not a school driven agenda.
- ensuring that the person supporting the LA was kept constant as this allowed relationships to be built and ensured continuity (though it was recognised that this would be hard for the NRT to control)
- focusing on achieving the right balance during the 4/5 day programme in terms of encouraging LAs to work together as a team, encouraging them to work with other LAs and ensuring that senior staff do not dominate
- making it clearer to LAs what is involved in the training programme, in particular stressing that full participation was required over the full four days
- employing non-educationalists in the Continuous Quality Improvement (CQI) process.

5.6 Training and resources

5.6.1 Usefulness of training/resource materials

A key aspect of the ESRT role is to deliver training sessions related to the Extended Schools programme. At the time of completing the NFER survey, 24 of the 47 respondents had yet to deliver any Extended Schools training. Of the 23 others, 17 respondents who had delivered one training session, five had delivered two sessions and one ESRT had delivered three sessions. Even though many ESRTs had not delivered training, the NRT's training and resource materials were rated as 'very good' by most respondents (37), nine regarded them as 'fairly good' and only one ESRT viewed them as 'not at all good'. At the time of the telephone interviews the nine participants reported having delivered between two and six training sessions.

5.7 Working with others

The interviews sought to ascertain how the role of the ESRT complemented those of others involved in the Extended Schools programme and remodelling, namely NRT staff (ESRCs, ESRAs and core team) and colleagues from other services. In response to this, the majority of the nine interviewees explained that they were supported by the NRT core team through training events, additional support in the community, email contact, CQI and information sharing.

In terms of working with the ERSAs and ESRCs, the interviewees explained they provided awareness raising and worked to increase the capacity of ESRAs and ESRCs to deliver on the ECM agenda. Two interviewees explained further that in their opinion they were currently not doing enough to exploit the relationship that was built between them and the ESRAs and ESRCs during the training they provided. Interestingly, one interviewee chose not to comment as she felt that all these roles formed part of the same team: 'it is very much a collaborative effort'.

When asked about how the ESRT role complemented the work done by colleagues in other services the responses given were less articulate, perhaps suggesting a lack of detailed understanding about this. The interviewees made the following comments:

- someone, either at NRT or within the LA, needs to take charge of the multi-agency aspect of the Extended Schools programme

- the only contact the ESRTs have with colleagues in other services is through training programmes (though a few ESRTs reported having no direct contact with colleagues from other services)
- there are a number of people who work towards the same goal
- contact between ESRTs and colleagues in other services is increasing, but remains patchy.

Following on from this, the interviewees were asked to comment on the effectiveness of these relationships in supporting delivery of the Extended Schools programme. Of the seven ESRTs who answered this question, two made positive comments about the effectiveness of these relationships, in theory, to support the delivery of the Extended Schools programme. They described how multi-agency participation in the training programmes had been positive in promoting the message that all partners were valued (not just schools). However, one of these interviewees qualified his statement by explaining that he thought that barriers between different agencies still existed and in some cases would be hard to tackle. He mentioned two issues: different interpretations of the Data Protection Act and IT systems that were not compatible, making the transfer of information very difficult.

The remaining five interviewees expressed uncertainty about the effectiveness of these relationships in supporting the delivery of the Extended Schools programme. They were not sure how the different agencies were going to make it work. Their particular concerns included: that different agency personnel did not appear to be talking to one another outside the training sessions; LAs had little way of accessing what schools were doing; that schools still appeared to be at the centre of the extended services agenda and that the NRT could do more to promote the extended services programme particularly through offering support via the people they had already trained.

5.8 Support

5.8.1 Usefulness of NRT's support

ESRTs were asked how useful they found the NRT support in helping them deliver the extended schools programme. The ESRTs who responded to the sur-

vey indicated that NRT support was ‘very useful’ (31), seven had found it to be ‘fairly useful’ and nine felt it was ‘too early to say’¹.

The ESRTs who took part in the interviews were asked a similar question about how effective they had found the training they received. The interviewees described the training as ‘impressive’, ‘first rate’, ‘good’, and ‘very effective’. A few also offered suggestions as to how the training could be improved. One ESRT suggested that gathering together those who have delivered the training to allow them to share their experiences would be a useful follow-up activity. Another said that making the materials available online would be very helpful and finally, one interviewee said that more challenge on the quality of what they were doing would be appreciated (although this individual recognised that NRT had already started doing this).

The ESRTs were also asked how effective they thought the training for ESRCs had been and whether they could suggest any improvements. The majority of interviewees thought this had been very positive and described the training for ESRCs as: ‘good’, ‘effective’, ‘very good’ and ‘excellent’. A few suggested that the effectiveness was dependent on how the consultants roll out what they have learnt. Despite being asked what improvement could be made, not many interviewees offered answers. One suggested that providing time for the LA staff to work together during the training programme as well as with other LAs was important (this point has been made elsewhere), a few others reiterated the message that it was important to encourage delegates to attend the entire four days of training.

During the interviews, ESRTs were asked to comment on their LAs’ response to the training they had delivered. The ESRTs reported that overall, the LAs had responded positively, but there were a few aspects of the training programme that caused concern. These included:

- delivering the workshops (and the related workload)
- the title *extended schools* alienated some multi-agency representatives (*extended services* was thought to be a more inclusive title)
- the policy and implementation aspects of providing extended services.

The interviewees said very little about how they had responded to the fears of LAs. The few that did comment reported using the fifth day of the training programme to address particular issues or said they had fed back issues to NRT who could then disseminate a response through national channels.

5.8.2 Flexibility of NRT in meeting ESRT needs

In terms of the NRT's flexibility in helping to meet the needs of ESRTs as trainers, most respondents viewed the Team as being either 'very flexible' (18) or 'fairly flexible' (20). However, three felt the NRT was 'not at all flexible' and one ESRT felt it was 'too early to say'².

The nine ESRTs who took part in the interviews gave a range of answers from 'very flexible' to 'not at all flexible' to this item in the questionnaire, with the majority saying the NRT had been 'fairly flexible'. During the interviews they were asked to comment further on their response to the questionnaire. Their explanations included the following comments:

- the NRT had been responsive to feedback
- the NRT was flexible in terms of where and when you work but not in terms of daily rates/pay
- the NRT was a learning organisation and has learnt to be flexible
- the NRT has been flexible where possible (e.g. in meeting the needs of trainers).

5.8.3 Further support

As detailed in 5.8.1, most ESRTs had found the NRT to be supportive in helping them to deliver the Extended Schools programme. Notwithstanding this, 42 respondents took the opportunity to identify additional types of NRT support that they would find helpful in order to deliver the Extended Schools agenda further. Respondents could give a maximum of three replies. Their main suggestions are shown in Table 5.3.

Table 5.3 Suggestions for further NRT support

Further support	N
More of the same/delivery of what has been promised	8
Occasional refresher opportunities	7
Ongoing feedback from the national delivery of the training	7
Advance warning (without changes) of dates/timetable	6
Post-training support to all areas	2
More consistent communication	2
Don't know yet/until I start to deliver	6
No response	5
N = 47	

Open-ended question

More than one answer could be given so frequencies may not sum total N

As shown in Table 5.3 above, the most frequent response given by ESRTs was that they would like more of the same support, or for promised support to be delivered. In addition to the responses shown above, the following suggestions for further support were given by individual ESRTs (i.e. one respondent in each case):

- opportunities to network
- clarity on how to obtain updated materials
- opportunities to put training into action
- more in-depth discussion about the change process
- more background data on LAs (e.g. from ContinYou/NRT Regional Advisers)
- more opportunities to use the strengths of other trainers (including multi-agency)
- more clarity about the ESRC role
- access to support from a helpline (telephone/online)
- an NRT link person for feedback of non-educationalist issues.

5.8.4 Usefulness of NRT change management process

As mentioned in section 4.6.1, the NRT recommends that schools use a five-stage management process to facilitate change. Most of the ESRTs (20) stated they were

‘not sure’ how helpful the change process had been. However, 17 respondents felt it had been ‘very helpful’, and seven thought it was ‘fairly helpful’. Three respondents did not reply.

In addition, ESRTs were asked to state their opinion on how important it is to have a change management process to support LAs and schools. Almost all of the respondents (43) reported that it was ‘very important’ to have such a process and three thought it was ‘fairly important’. One respondent did not reply.

Of the nine ESRTs who took part in the interviews, six had said it had been ‘very useful’ and three had said they were ‘not sure’ how useful the change management process had been. They were asked to explain the reasons for their answers. Those who described it as ‘very useful’ offered the following comments:

- the change management process gives organisations a structure to follow that leads them through managing change
- the process addresses the emotional aspects of managing change which are the most difficult for people new to managing change
- people see the change management process as a sensible approach to partnership working, it provides a common vocabulary for multi-agency working.

Those ESRTs who had said they were ‘not sure’ how useful the change management process had been were aware that it had been successful in terms of remodelling but had questions about its suitability for the Extended Schools programme. One ESRT explained:

It certainly helped schools in the remodelling process and I knew that because I was involved with schools, so I am aware it does work. I think in this scenario it is new and of course that is a new learning curve for me. Equally trying to share that with other people in a very positive way was not easy because I wasn't familiar with it.

In terms of what could be done to promote the Extended Schools programme more, the interviewees made only two suggestions. These were: to extend the timescale of the extended school programme; and to promote the messages more as there was still a lack of awareness at the classroom level and some schools types (specifically church schools) were not yet engaged.

5.9 Future developments

5.9.1 LA capacity to train and support schools

The ESRTs who participated in the NFER survey were asked to rate the capacity of most³ LAs to train and support schools in developing extended services. Just over half of respondents (26) rated the capacity of most LAs as being ‘fairly good’. However, 11 ESRTs felt that the capacity of most LAs was ‘not at all good’ and no respondents viewed the capacity of most LAs as ‘very good’. One respondent did not reply.

The interviewees were asked to explain the reasons for their answer. From the sample of nine ESRTs, one had indicated he was ‘not sure’, two had said their LAs’ capacity to support schools in developing the extended services was ‘not at all good’ and six had said it was ‘fairly good’.

The ESRT who said he was not sure explained he gave this answer because he thought it was dependent on the different LAs and some were doing better than others. Those who said they thought the support LAs offered schools was ‘fairly good’ gave a range of different explanations including:

- LAs do not have capacity to train more of their own staff, they still need help from the ESRTs though this will change as LAs become more experienced in delivering the ECM agenda
- some LAs have not thought through how they will make the Extended Schools programme work in a multi-agency way
- although it is happening in schools it is not really happening fast enough in some LAs.

The two ESRTs who said the support the LA offered schools with the extended services agenda was ‘not at all good’ explained that at the time of the questionnaire they had little experience of working with LAs and did not feel positive about the situation. They added that since completing the questionnaire it had appeared that LAs were starting to ‘wake up’ and support the needs of individuals involved in the development of extended services. These two interviewees viewed the appointment of ESRA and ESRC as positive but both thought that continued support from the regional training team was necessary to make these roles really effective.

5.9.2 Alternative ways to train LAs

The trainers participating in the NFER survey were asked to indicate whether or not they thought there is a better way (than the current approach) to train LAs in how to implement the Extended Schools programme. Of the 47 ESRTs taking part, 29 did not suggest any alternative approaches and eight gave no response. However, ten respondents did feel that there were better alternatives. Those ESRTs giving either ‘yes’ or ‘no’ responses were asked to comment on the reasons for their answer. They were able to give a maximum of three replies.

Several reasons were given by ESRTs who *did* think there was a better way to train LAs in how to implement the Extended Schools programme. Three respondents felt that ESRTs should be deployed to work with particular ESRAs and ESRCs to ensure consistency. One said:

A huge amount depends on the calibre and capacity of the senior staff (ESRC and ESRA) leading the introduction to LAs. Deploying Regional Trainers to work closely with them would ensure greater consistency.

Another way in which two ESRTs thought LA training could be improved was through the provision of ‘follow-ups’, perhaps in the form of workshops to give LAs extra practical support. One said:

This [NRT’s] way relies on a tried and tested change process which has been shown to work. It may need additional follow-up though. There’s a need to constantly review its actual impact.

In addition, two ESRTs felt that better ways to train LAs should be investigated in consultation with LAs. A further response, given by two ESRTs, was that a better way of training LAs might be needed as the current approach was ‘dependent upon quality of ESRAs/ESRCs’. One of these respondents stated:

The model is good, but it requires highly committed people from LAs in the ESRA and ESRC roles. It also requires LAs to have someone in a senior position taking a strategic role. Some ESRAs do not currently have this level of influence.

Nineteen of the 29 questionnaire respondents who *did not* think there was a better way to train LAs in how to implement the Extended Schools programme gave reasons for their answer. The responses given by two or more ESRTs included:

implementation via tools/process/engagement; approach is based on experience of what works (e.g. workforce remodelling); training in multi-agency/multi-LA groups is invaluable.

The interviews with the nine ESRTs sought to ascertain what else they thought was needed to deliver the Extended Schools agenda further. The majority of interviewees said that more support from the NRT and the regional training teams was crucial. Other suggestions given by only one or two ESRTs included:

- more support from the regional training teams
- access to the ESRC training programme to cover future staff turnover
- funding
- having someone to take charge of bringing together multi-agency services and generating more activity and noise
- sending materials to named individuals rather than unspecified senior staff
- updating the NRT website with case studies regularly.

5.9.3 Anticipated challenges

The ESRTs participating in the NFER survey were asked to comment on any challenges they anticipated in carrying out their role. Respondents were able to give up to three replies. Table 5.4 details the responses given by two or more respondents.

Table 5.4 Anticipated challenges in carrying out the ESRT role

Challenges	N
Overcoming resistance to change (e.g. through cynicism/fear)	16
Working across services	8
Initiative overload for schools	6
ESRCs overwhelmed/lacking adequate appropriate experience	4
Keeping the momentum going	4
Maintaining passion/commitment of key personnel (e.g. ESRCs)	3
Trying to apply a logical/national programme to an emotionally charged agenda	3
Building on existing but disparate initiatives	3
Preparation issues (e.g. familiarity with materials)	3
Keeping up to date with developments	3
Financial issues (e.g. funding for 'buy in')	3
Dissatisfaction due to similarity with earlier change manage process	2
Dissatisfaction due to lack of information on practical issues (e.g. finance/human resources (HR))	2
Participants wanting advice/strategies/information/answers	2
Diary commitments/short notice of events	2
No response	2
N = 47	

Open-ended question

More than one answer could be given so frequencies may not sum total N

As shown in Table 5.4, the most frequently mentioned response, given by 16 ESRTs, was 'overcoming resistance to change'. One respondent summarised this as: '[Training] participants who resent future change [seeing this as] "yet another initiative"'. This response category was followed by 'working across services', given by eight ESRTs. One respondent explained the challenges involved in training people from a range of organisations:

Ensuring that all delegates attending training feel they have a contribution to make and an equal voice, regardless of sector or background. Also, managing difficult behaviour from delegates who feel the agenda is exclusively theirs or their sector's.

The interviewees were asked how they saw their role developing in the future. From the answers given by the majority of ESRTs it was clear that they experienced a great deal of uncertainty as to the future of their role. Over half indicated that they did not know whether their role would continue (or even if the NRT would continue) beyond March 2006 but all expressed a desire to continue working with the NRT in some capacity if the opportunity arose. Just under half of the interviewees talked about how they would like to see the role develop if the Extended Schools programme did continue beyond March 2006. They mentioned supporting LAs for the duration of their efforts to develop extended services and extending their support more widely into the ECM agenda.

Notes

- 1 This response option was not provided on the questionnaire, but has been included in analysis as a number of respondents wrote it on their questionnaire.
- 2 Again, this response option was not provided on the questionnaire.
- 3 ESRT were asked to rate the capacity of most LAs. This may have been interpreted as most within their region, or most within England as a whole.

6 Survey of Remodelling Extended Schools

6.1 Introduction

This section reports the findings of the questionnaire survey sent to schools involved in the NRT extended schools pilot. The questionnaire was sent to schools in September 2005.

6.2 About the survey

6.2.1 Survey aims and design

The questionnaire was designed to elicit a range of information from schools on two key areas: developing extended services and suggested improvements for the future development of the extended schools programme.

6.2.2 Survey administration

The NRT provided the NFER team with contact details for the headteacher in each school. The survey was administered in September 2005 and schools were given about five weeks to complete and return their questionnaire. Two written reminders were sent to those who had not responded by the end of the second week and third week.

6.2.3 Response rate

Questionnaires were sent to all 18 schools involved in the pilot programme and 15 were returned within the administration period – a total of 83 per cent. One questionnaire was returned after the closing date. This questionnaire was not included in the analysis. Most of the 15 returned questionnaires were completed by the headteacher, although two deputy headteachers, one acting headteacher and one extended schools manager also completed the questionnaire. Respondents were asked what their role was in relation to the extended schools pilot. Five respondents explained their school was involved in the pilot and five said they were

involved in the leading the agenda within their school. Three of the respondents were Extended Schools Coordinators.

All but one respondent indicated that their school would be willing to be involved in the next phase of the research (case study visits).

6.3 Developing extended services

6.3.1 Main priorities

Schools were asked to specify what their main priorities were in relation to developing extended services. Most frequently respondents said providing services and opportunities for learning for families and the wider community were their priorities (reported by nine respondents). Increasing parental involvement in the school community and in their child's learning was specified by eight respondents. Other responses included:

- providing OSHL activities, including breakfast clubs (five respondents)
- providing childcare between the hours of 8am and 6pm (four respondents)
- linking with other services (four respondents).

6.3.2 Change team

At the time of administering the questionnaire, nearly all schools involved in the pilot had developed a change team (13 schools). We asked these schools which services were represented. Eight respondents indicated school staff were involved, three schools respectively indicated that school governors, community representatives or local childcare providers were involved in their change team.

6.3.3 Change process

Schools were asked how effective they thought the NRT change management process was for developing extended services. Most respondents indicated the change management process was 'fairly effective' (11 respondents) which suggests schools feel there are areas for slight improvement. That said, four respondents indicated that the NRT process was 'very effective'.

Schools were also asked how they would have approached the extended schools programme without the NRT change management process. About a third of schools (five respondents) said their approach would have been slower than that offered by the NRT. One explained: ‘We would have moved very slowly and would have required a lot of help from the LEA.’ Four respondents said they would have developed extended services by themselves.

In addition, respondents were also asked to report on the usefulness of the NRT change management process in helping schools work with multiple agencies (see Table 6.1).

Table 6.1 How useful was the change management process in helping you work with multiple agencies?

Usefulness	N
Very useful	2
Fairly useful	11
Not very useful	2
No response	–
N = 15	

A single response item

- Almost all respondents (11) indicated that the NRT change process was ‘fairly useful’ at supporting schools work with multiple agencies.

6.3.4 Developing partnerships

Table 6.2 illustrates the different services/people schools are working in partnership with to develop extended services.

Table 6.2 Are you working in partnership with others?

Services	N
Parents	14
Other schools	12
Children/young people	11
Wider community	11
Health agencies	11
Other local authority departments (see below)	8
Out of School Hours Learning activity providers	7
Youth services	5
Private childcare providers	5
Youth Offending Teams (YOTs)	5
Social services	4
Police	4
Voluntary Services	4
Other (see below)	4
Other childcare providers	3
Consultancies	2
Voluntary childcare providers	2
Childminders	2
Business support team	2
Working with education department only	–
We are working independently	–
No response	–
N = 15	

A multiple response question

More than one answer could be given so frequencies may not sum total N

- Almost all schools (14) indicated that they were working in partnership with parents to develop extended services. Slightly fewer (12) were working with other schools.
- Eleven schools indicated they were working in partnership with children and young people (for example, through school councils), the wider community or health agencies.

- Eight respondents indicated they were working with other local authority departments; most of these were working with the Early Years service (five respondents). Other departments that schools were working with included sport/leisure, family and community learning and the community regeneration team (one respondent each).
- Four respondents indicated their school had involved other partners. These included Sure Start, Children's Information Service and Museum and Libraries (one respondent each).

6.3.5 Effectiveness of training and support

Table 6.3 illustrates headteachers' perceptions of the effectiveness of the NRT's training and support.

Table 6.3 How effective have the NRT's training and support been in helping your school identify its extended services needs?

	Very	Effective effective	Not very	Not used effective	No response
NRT run events	4	10	1	–	–
NRT visits to schools between events	3	10	2	–	–
NRT website	–	2	4	9	–
NRT telephone support	–	3	1	9	2
NRT tools and techniques	2	9	2	1	1
Support from ContinYou	–	5	3	6	1
N = 15					

A series of single response items

- NRT run events and NRT visits to schools between events were considered by respondents to be most useful, with 14 and 13 respondents respectively indicating these were 'very effective' and 'effective'.
- Almost all respondents considered the NRT tools and techniques to be 'useful' (11 respondents) and two indicated they were 'very useful'.

- The NRT website and telephone support were not used by over half of respondents. (At the time of the survey, the website provided limited information about the extended schools agenda.)
- Just under half of respondents did not use the support offered by ContinYou (this support was provided by ContinYou and was independent of the NRT). Of those that did, five indicated it was ‘effective’.

6.3.6 Capacity of local authority support

Table 6.4 illustrates respondents’ views on the capacity of their local authority to support schools to develop extended services.

Table 6.4 How would you rate the capacity of your local authority to support schools develop extended services?

Capacity of local authority	N
Very good	2
Fairly good	8
Not very good	5
No response	–
N = 15	

A single response item

- Most respondents indicated the capacity of their local authority to support schools develop extended services was ‘very good’ or ‘fairly good’ (ten respondents).

6.3.7 Challenges

The survey asked an open-ended question about the challenges faced by schools. The greatest challenges related to:

- funding (five respondents)
- linking with other services (five respondents)
- accommodation (two respondents)
- recruitment of additional staff (two respondents).

Comments about funding often related to the need to secure additional funding to appoint staff or build suitable facilities. Of those respondents that commented on the challenges associated with linking with other services, generally schools wanted to ensure other agencies were fully engaged and that together they would share the responsibility. One respondent said it felt like the education department was working in isolation from other LA department services.

6.3.8 Suggestions for improvement

Of the 11 respondents that suggested areas for further development, a variety of issues emerged, these related to:

- working with local services/partners (four respondents)
- support in accessing external or community funding (two respondents)
- work needed at local level (two respondents)
- linking the *Every Child Matters* agenda with school staffing structure and the curriculum (two respondents).

7 Findings from Extended School Remodelling Consultants (ESRCs) survey

7.1 Introduction

This section reports the findings from an online survey of Extended School Remodelling Consultants (ESRCs) carried out in January 2006. A diverse range of people were involved in developing extended services, some of who had been working in this area for a number of years; others, however, were new to the agenda. Some of the questionnaire responses reflect these differences. Please note that percentages of respondents are reported in this section as 217 responses were received.

7.2 About the survey

A total of 413 ESRCs were invited by email to complete the survey. An email reminder was sent two weeks later. A total of 217 were returned, giving a response rate of 53 per cent.

The questionnaire contained a mixture of closed- and open-ended questions focusing on four main themes: the ESRC role; working with others; their views of the NRT change management process; and an overview of achievements, challenges and areas for further development.

7.3 The ESRC role

Respondents were asked three questions about their role: their current job title; whether they had worked with the NRT previously and what they considered to be the most important aspects of their role as an ESRC.

A total of 211 ESRCs responded to the question about their job title. They gave a total of 95 different job titles, demonstrating a wide range of roles within education, childcare, health and voluntary services. The most common job titles were 'Extended School Coordinator/Manager' (eight per cent of responses) and 'Head-teacher' (seven per cent). Between three and four per cent of the respondents had

one of the following job titles: ‘Education Adviser’, ‘Remodelling Adviser’, ‘Extended School Remodelling Consultant’ and ‘Personnel/Human Resources Officer/Adviser’.

The answers to the second question revealed that 55 people (25 per cent of those responding to the questionnaire) had worked with the NRT previously. Most of these people had been involved as a remodelling adviser or consultant, although some had been involved with an NRT training event (either as a provider or as a participant). A few ESRCs said they worked in schools and had become familiar with the NRT through workforce remodelling.

When asked to identify the most important aspects of their role as an ESRC, the most common answer (from 23 per cent) was ‘to support the development of extended schools and/or services’. However, from the more detailed replies to this open-ended question it was possible to identify five key areas of the ESRC role:

- information and advocacy
- support
- partnership working
- development
- delivering training.

In relation to information, respondents said that they needed to be well informed about extended schools and to pass this on to others. Several mentioned being an advocate for extended schools, using descriptions such as ‘raising awareness’, ‘enthusing’ or even ‘selling the idea’. Some wrote of the need to improve understanding, to allay fears or to correct misunderstandings about the initiative. For example, one ESRC expressed the need to: ‘Help people understand the extended schools agenda, how it links with children’s centres and how beneficial it is for children and families. I also believe the ESRC needs to demystify some of the rumours linked with extended schools.’ Others spoke of the need to address workload issues, or as one person said, to ‘allay people’s fears about the workload’.

Providing support was identified as a key part of the ESRC role. In some cases this was to individuals within a school, but it also commonly involved supporting groups or networks. One person summed up this aspect of their role as ‘being flexible, available and a “critical friend”.’

Partnership work was seen as a core requirement of the ESRC role. People spoke of the importance of working with several organisations and agencies representing different partners (e.g. schools, local authority services, voluntary groups, community and parents' organisations). One person referred to the challenges of such partnership working: 'Multi-professionals have to use a common language and agree procedures which will benefit our children.'

Working to develop extended schools was another key aspect apparent in the answers to this question. Respondents spoke of their involvement in planning, implementation and strategy development. For example, one respondent mentioned 'representing the implications and challenges of extended services to colleagues in the local authority and supporting the convergence of essential services'.

Finally, some respondents referred specifically to their role in delivering training. One person reported that this was his or her only role: 'I deliver training but do not operate as an ESRC in other respects.' More commonly, training was mentioned as one part of a wider ESRC role.

7.4 Working with others

As noted above, partnership working was identified by ESRCs as a key aspect of their role. The questionnaire included four questions about partnership work, relating to: their relationship with the ESRA; working with colleagues from other local agencies within their region; working with colleagues from local authorities in other regions and the nature of support they were offering to develop core extended services.

The first question invited respondents to explain their involvement with colleagues from other local agencies within their region. The responses are given in Table 7.1.

Table 7.1 To what extent do you work with colleagues from other local agencies within the region?

	%
Often	56
Occasionally	34
Never	5
No response	6
N = 217	

A single response item. Percentages may not sum to 100 due to rounding.

- Just over half of the ESRCs said that they ‘often’ worked with colleagues from other local agencies within their region and just over a third ‘occasionally’ did so.
- Very few indicated that they ‘never’ worked with colleagues from other local agencies within their region.

The second question invited respondents to explain their involvement with colleagues from other local agencies from outside their region. The responses are given in Table 7.2.

Table 7.2 To what extent do you work with colleagues from local authorities in other regions?

	%
Often	20
Occasionally	58
Never	16
No response	7
N = 217	

A single response item. Percentages may not sum to 100 due to rounding.

- Most respondents said that they ‘occasionally’ worked with colleagues from local authorities in other regions.

7.5 The change management process

One section of the questionnaire asked ESRCs about the change management process. The first question asked respondents to rate the effectiveness of the NRT's change management process in developing extended schools. This was a closed question: ESRCs were asked to rate the process on a three-point scale (very effective – not at all effective). The questionnaire also allowed respondents to indicate that they were not in a position to judge effectiveness, either because it was 'too early to say' or because they had 'not yet used' the change management process. The responses to this question are shown in Table 7.3.

Table 7.3 Overall, how effective do you consider the NRT change management process is for developing extended services?

	%
Very effective	15
Fairly effective	28
Not at all effective	4
Too early to say	39
Not yet used	7
No response	7

N = 217

A single response item.

- Table 7.3 shows that just over half of the people who responded to the question felt able to rate the effectiveness of the process (over a third of respondents felt that it was 'too early to say').
- Of those who gave a rating, most felt the NRT's process was 'fairly effective' in developing extended services.

The questionnaire contained a second question asking about the effectiveness of the NRT's change management process, this time in relation to facilitating partnership working between schools and other agencies. The answers to this question are shown in Table 7.4.

Table 7.4 How effective has the change management process been in facilitating partnership working between schools and other agencies?

	%
Very effective	5
Fairly effective	30
Not at all effective	6
Too early to say	45
Not yet used	9
No response	6

N = 217

A single response item. Percentages may not sum to 100 due to rounding.

- Table 7.4 shows that over half of those responding to the question felt unable to judge the effectiveness of the NRT's change management process, mostly on the grounds that it was 'too early to say'.
- Of those who did feel able to provide a rating, most judged the process to be 'fairly effective'.

The final two questions in this section invited ESRCs to comment on how schools were responding to the extended schools agenda and whether there was any further support the NRT could provide.

The first of the two open-ended questions asked: 'Generally, how do you think schools are responding to the extended schools agenda? Most ESRCs (203 out of the 217) answered this question. Their answers revealed a mixed picture, with 30 per cent saying that schools' responses differed from school to school. As one respondent said: 'Some are enthusiastic and see this as the way forward for education in this country. Others are keen but not sure how to change and others are actively resistant and angry.' While positive reactions were noted, the responses to this question drew attention to a number of issues concerning perceptions of extended schools and their development.

Some ESRCs' comments revealed that school staff misconceptions appeared to be affecting progress. ESRCs reported that certain school staff were wary of the initiative because they had not understood that their existing programmes were already fulfilling much of the core offer. This misunderstanding could lead to fears about the workload involved in developing new services. In other cases,

school staff had assumed that they would be expected to provide the core offer themselves, rather than putting together a joint delivery plan with partner organisations. As one ESRC said: ‘The label is unfortunate as “extended schools” implies that responsibility rests on schools.’ As a consequence of this perception, ESRCs reported that some schools were ‘empire building’ and attempting to ‘control the agenda’ to the detriment of partnership working. Finally, some respondents felt that some schools were apathetic or lacking enthusiasm about extended schools, seeing them as just ‘another new government initiative’ and a source of additional workload.

The next question asked: ‘What support, if any, do you require from the NRT in order to support schools and other agencies in developing core extended services?’ A total of 179 people (83 per cent) responded to this question and 15 per cent said that they felt that the NRT was already providing sufficient support. A further 11 per cent said it was too early to comment. Of the specific suggestions for additional support, the most common requests were for the NRT to provide:

- examples of good practice in developing extended services, in a variety of different settings (including those serving different phases and rural areas)
- updates on progress in other local authorities (including case studies, lessons learnt and best practice examples)
- clarification of the concept of extended schools (including an emphasis on ‘schools with extended services’, rather than ‘extended schools’) and updates on the latest thinking about extended schools.

7.6 Achievements, challenges and further development

The questionnaire asked ESRCs to identify their main achievements and challenges to date. ESRCs’ responses to the first question are shown in Table 7.5.

Table 7.5 In your role as ESRC, what have been your main achievements to date?

	%
Successful delivery of workshops	24
Too early to say	15
Establishing links with other agencies	12
Contributing to events/launch	9
Surviving the training	8
Team working with local colleagues	7
Planning new workshops	7
Setting up a cluster of schools	7
Providing support for schools	6
No response	8

N = 217

Open-ended question

More than one answer could be given so frequencies may not sum total N

- The table shows that the main areas of achievement related to planning and delivering training and team working with agencies and schools.

ESRCs felt a sense of achievement in delivering training. One person reported that he or she had run: ‘a series of multi-agency workshops for approximately 100 attendees at each event’ and had adapted the programme following attendees’ participation. Establishing links with other agencies was highlighted as an achievement by some. One person described his or her achievement as ‘bringing people together’ and several people spoke of the multi-agency aspect of their role.

One of the responses to this question was rather unexpected – eight per cent of respondents highlighted ‘surviving the training’ as a major achievement. Although it was difficult to pin down the reasons for these comments, it seems that some respondents felt that the training was lengthy and did not take sufficient account of their existing experience.

The next question asked ESRCs to identify their main challenges to date. ESRCs’ responses to this question are shown in Table 7.6.

Table 7.6 In your role as ESRC, what have been your main challenges to date?

	%
Finding the time to fit everything in	15
Too early to say	10
Engaging schools/headteachers	9
Doing two jobs (main job plus ESRC)	8
Establishing true partnership working between schools and others	6
Delivery of the first training events	6
Overcoming resistance/negativity of some schools	6
Adapting the training to suit the local situation	5
Getting schools to see the benefits of the agenda	5
No response	7

N = 217

Open-ended question

More than one answer could be given so frequencies may not add up to total N

Other comments received by >5% of respondents respectively, these comments have not been presented here.

The responses to this question raised a diverse set of issues, centred on three main issues of workload; difficulties in engaging schools and encouraging partnership working and delivering training.

The most common challenge was that of finding the time to fulfil all aspects of the ESRC role. An added issue raised by some was that they were attempting to do the ESRC role on top of their existing post. For example, one person reported that he or she was facing the challenge of being both a headteacher and an ESRC and added that it was difficult to arrange meetings with other partners at mutually convenient times. Another found it challenging to ‘coordinate my day job in a school with that of a local authority representative’.

Several respondents highlighted issues related to the challenges of engaging schools, countering resistance and ensuring good partnership working. For example, one ESRC wrote of the challenge in ‘convincing colleagues who are jaded and on initiative overload!’ Another wrote: ‘Negativity = cannot do that here – but you can!’

Challenges related to training appeared to focus on the workload involved in delivering training and the need to adapt the training to local needs. There were a

few comments to the effect that the training programme was too inflexible and prescriptive, with an expectation that providers would ‘stick to the script’.

The final question in the questionnaire asked ESRCs to offer suggestions for further development within the *Every Child Matters* (ECM) agenda. ESRCs’ responses to this question are shown in Table 7.7.

Table 7.7 Suggestions for further development for promoting extended services and remodelling within the ECM agenda

	%
Find ways to promote partnership working	12
Too early to say	7
Provide clarity on future funding	5
Highlight the benefits for children and others	5
Share good practice	4
Make the training/materials more flexible	4
National publicity/promotion of ES/ECM	4
Raise awareness of extended schools core offer	4
No response	38
N = 217	

Open-ended question

More than one answer could be given so frequencies may not add up to total N

Other comments received by >4% of respondents respectively, these comments have not been presented here.

A majority of the ESRCs put forward at least one suggestion for further development.

One of the themes running through the comments was a desire to ensure true partnership between the different agencies involved. This included the need to emphasise extended services, rather than extended schools, and to involve other agencies as active partners. One ESRC said: ‘The inaccurate title [i.e. “extended schools”] has created an impression within other services – LA and voluntary – that this is primarily an education agenda. This should be rectified.’

It was felt that there was a need for more ‘joined up’ working at national and local levels (i.e. between the NRT and other government departments as well as within local authorities). One ESRC said:

This agenda is part of the integration of children's services, but only a part. The NRT need to recognise that there are other drivers. It would be helpful at DfES and DOH [Department of Health] level to develop an integrated support package.'

Another said: 'It needs to be joined up with other initiatives, such as healthy living and community schools. It is still seen as separate by the authority.' A third respondent recommended that local authorities should ensure a mixed representation on the training, because: 'it makes it more the other agencies' business if they are involved from the start'.

Respondents felt that improvements could be made to the NRT training and materials. One respondent suggested that the NRT should: 'tweak the training to further emphasise the importance of working with the community and complementing rather than competing with existing local provision'. Another suggested that there was a need to 'de-jargon the materials that are being used if we are to develop an inclusive programme'. A third was more critical of the NRT, suggesting that there was a need to make the programme 'less prescriptive' and 'make more opportunities to share good practice with other practitioners'.

However, most respondents did not use this question as an opportunity to criticise the NRT. Their answers to this question (in common with their answers to the entire questionnaire) revealed a strong commitment to the principle of extending services and working in multi-agency partnerships, despite the challenges involved.

8 Case-study schools

This section of the report focuses on the findings from the school case study phase of the evaluation. In early March 2006, in-depth case study visits were carried out in six schools (four primary and two secondary schools¹) involved in the NRT pilot extended schools programme. A total of 17 schools volunteered to be case studies. The case studies were based on interviews with a range of participants, including the headteacher, members of the senior management team (SMT), the extended schools coordinator (or equivalent), teaching and support staff, parents and colleagues from other services involved in developing extended provision in schools.

Each case study draws together information from one school. Each report explains why the school became involved, how changes were introduced and developed and what impact developing extended provision had on staff, pupils and the wider community. Each case study provides practical examples of successes and challenges faced by the schools, and offers advice for the future development of the extended schools programme. Section 8.7 draws together common issues and key messages from across the six case study schools.

8.1 Case study 1

This case study is based on interviews carried out at School 1. Several members of the school community were interviewed: the headteacher, the deputy headteacher, an Advanced Skills Teacher (AST) for dance, the Community Learning Coordinator with responsibility for Extended School Provision, the school administrator, Out of School Club and Toddler Group team members, an external provider of music (also a parent) and a parent-governor. The school's main priorities were to improve community engagement in learning and to raise the aspirations of pupils and families through the introduction of new opportunities.

8.1.1 The school

School 1 is an urban infant and nursery community school situated in the North East of England, it was described as a 'village school in an urban setting'. It has a catchment area where most pupils live in local authority housing and is described

as ‘typical of the area’ in terms of ‘hitting all the deprivation buttons’. There are just over 100 pupils on roll. School 1 also has an on-site nursery. Several teaching staff are employed and supported by five learning support assistants.

Around 43 per cent of pupils are known to be entitled to free school meals (FSM), and in the past this had been as high as over 50 per cent. Very few pupils spoke English as an additional language, and 30 per cent of pupils were SEN registered with no statements. It serves pupils and families with a range of needs – there are currently four children who are repeating a year.

Due to a surplus of school places in the area, it was announced four years ago that School 1 would be closed and amalgamated with two other primary schools in the local area. A new school would be built to serve the community.

8.1.2 Starting out

School 1 had been developing extended provision for some time, starting with the formation of a small toddler group about 15 years ago. More recently, in 1997, local authority funding became available to deliver family learning and School 1 got involved. It became a pilot extended school following these developments. The school has been involved in many initiatives and awards to help promote different types of learning for its pupils and community. The headteacher explained the school was ‘not initiative-led’ but sought awards to match its vision. School 1 was a Creative Partnerships (CP) School, it had Investors in People (IiP) status and was very committed to *Every Child Matters*. The headteacher said she promoted a ‘can-do’ culture, and felt becoming a pilot suited the setting and linked well with some of the other key initiatives (Workforce Reform, CP and IiP). The headteacher described the Extended Schools agenda as a ‘very visionary project, of 21st century learning’ – something the school was eager to promote.

8.1.3 Strategy and implementation

Forming a strategy

Staff in School 1 had worked hard to become the centre of the community and wanted to continue to promote different types of creative learning to its pupils and parents and to raise achievement and aspirations. Interviewees were clear that extended provision was ‘much more than a breakfast club and after school club’;

it was about developing a community-based school. The headteacher explained: ‘It’s not my school, not even the staff’s it’s a resource for the community.’ In her view, extended provision was about engaging and developing learners ‘whether they are three or whether they are grandparents of 60 ... it’s a way of raising aspirations of what learning could be’.

Developing extended provision

Staff had a great deal of respect for its community and recognised the contribution it could and did make to the school. With the announcement that the school would be amalgamated with two others in the local area, staff thought getting greater community involvement in school life would support the amalgamation and help parents deal with their anxieties about the new school. Staff saw their school as key to developing and contributing to the wider regeneration programme taking place in the local area.

Staff worked proactively with pupils, parents and the community to create opportunities for learning. The school had what it called a ‘flat hierarchy’ whereby a hierarchy did not exist. All staff, parents and pupils were encouraged to share learning experiences and new ideas. This approach was fundamental to the success of the school and, in relation to developing extended provision, was seen as crucial for its development. Various interviewees described the informality that existed between staff and members of the community and how that had increased their confidence and freedom to develop ideas. The headteacher explained it was:

important to maximise the potential for learning ... it’s trying to present that can-do learning programme that makes achievement accessible and a possibility – that’s the vision. And we would see extended provision as an integral part of that.

Many discussions took place with parents and the community. As the Community Learning Coordinator explained it is about seizing each opportunity to ask parents what they want and taking their ideas on board.

Managing extended provision

The school change team (SCT) comprised the headteacher along with the Community Learning Coordinator, School Administrator and a parent-governor. They oversaw developments related to extended provision. The headteacher had an overall vision for the school, the Community Learning Coordinator has responsi-

bility for developing extended provision, the School Administrator took responsibility for the finances and administration and the parent governor kept the governors informed of developments.

When the school became involved in the extended schools pilot, the Community Learning Coordinator became the 'Extended Schools Coordinator'. However, it was felt that this was not a suitable job title as it did not promote key aspects of the role related to community learning, so it was changed back to Community Learning Coordinator. The Community Learning Coordinator explained that as the programme had developed, her role became more about facilitation as there were many internal and external providers of activities in the school. A significant aspect of the Community Learning Coordinator's role was to engage parents in activities to help develop their own learning and that of their child. Her remit was also to develop family and community learning programmes and develop programmes for the children. She was also responsible for communicating ideas and developments both internally to staff, pupils and parents but also externally to the local authority, service providers and the other schools with which School 1 would amalgamate.

The Community Learning Coordinator explained that a key aspect of managing extended provision in School 1 was keeping everybody in the school informed about activities and developments. This included the caretaker and cleaners as well as teaching staff and nursery nurses. For example, it was vital that the caretaker knew what was taking place on the school site for security reasons. Likewise, if the cleaners could not access certain areas of the school when they were being used for activities, they needed to be aware of the room allocations.

8.1.4 Outcomes

Changes and achievements

The school had fully embraced the agenda and was meeting the core offer, some of which was in place prior to becoming involved in the pilot. In terms of [child-care](#), the school provided a breakfast and after school club for pupils. All food served within the school, during the day and out of hours, was planned in consultation with the headteacher and supplied by the schools meal's service, to ensure the children got a balanced meal. The school had a separate canteen, in which various posters were displayed explaining to the children what was meant by a

balanced and nutritious diet. The children who attended the after school club did structured activities which were developed by a member of support staff who had responsibility for the after school club.

In relation to offering a [varied menu of activities](#), every morning pupils and staff did a ‘Get up and go’ session which involved doing a ten-minute dance routine to ‘wake the children up’ and get them motivated for the day ahead. The school ensured ‘interest clubs’ were at every lunch time so every pupil and member of staff had the opportunity to be involved in at least one activity a week if they desired. The school hosted various music, arts, dance and drama activities for pupils and parents. For example, there was a family drumming club, a dance drama programme and gardening group. Creative learning was at the heart of most of activities, for example, the AST explained that one year 2 boy struggled with maths, yet he had excelled at dance. This pupil was able to understand multiplication through dance steps even though he struggled to understand it in a classroom setting. The school also provided activity packs for pupils to take home to work through with their family, for example the younger children got ‘Friday story bags’ and ‘holiday bags’. These bags had a book, an activity and a toy so parents and children could work at home together. The headteacher said this scheme was ‘trying to spread the learning’.

In terms of [community access](#), various groups used school facilities. One group ‘Spirit in the Community’ was established at the school, but in order to develop links with the two schools which would be amalgamating with School 1, the group rotated its meeting place between the three sites. The group had made significant contributions to the regeneration of the estate and worked with local universities. Another recently formed group was established by Asylum Seekers who recently moved to the area. The headteacher noted the confidence of the parents involved in this group (Asylum Seeker Group Support) had soared and one member had signed up to do a nursing qualification.

There are many other activities that [support parents](#). For example, the school has a learning support programme, and ‘Keeping up with the kids’ workshops’ so parents are aware of what their child is learning and when and how they can help support their child as they do certain activities. There is also the toddler group which parents and young children attend for structured learning to promote children’s development.

‘Swift and easy referral’, one aspect of the core offer, was also addressed in School 1 in a variety of ways. External staff were considered part of the school team, they were welcomed to the school and invited to express their own views and ideas. The Educational Psychologist visited the school to work with a small number of children. The school drew on his expertise for the benefit of all pupils. Health services are involved through a school nurse and a dental screening service. The school administrator explained this service enabled all pupils to get their teeth checked. (If this provision was not available some pupils would not see a dentist.)

One of the main developments in the school was [therapeutic sessions](#) for pupils. The Community Learning Coordinator was trained in reflexology and aromatherapy. She saw the opportunity to use these therapies with pupils, particularly those with behaviour difficulties or for children dealing with emotional stress such as a bereavement or problems at home. A dedicated area was developed in the school and named the ‘tent’. It provided a calm and safe environment for children to receive a short session of reflexology. It had soft lighting, sensory lights, calming music and soft cushions. The headteacher and Community Learning Coordinator explained it started as an experiment with a few targeted children but it had been incredibly successful and recently a booking system had to be devised so that pupils could secure a session. Staff and parents could also book reflexology treatments. The headteacher explained it gives very important messages to parents if teachers are also participating in activities as it gives the parents confidence to ask for help and show an interest.

The headteacher explained that School 1 had various mechanisms in place for [monitoring](#) extended provision within the school saying ‘we have both hard and soft data’. In terms of ‘soft data’, the school has high regard for pupil voice and pupils and parents are often asked for their views on the specific activities in which they were involved in. For example, when it was National Book Week parents and children were given feedback forms and asked about the activities that take place – did they enjoy them? Would they like to change them? The headteacher believed the various initiatives contributed to achievement so pupil standards in maths and English were assessed for those participating in the programmes. Not only is extended provision monitored from a pupil perspective, but also from that of parents. Again, they were asked for their views on services and activities available to assess whether they impacted on the need and positively contributed to the community. The Community Learning Coordinator explained:

‘There is a range of ways of gathering information and feedback and then using that in an evaluative way.’

Impact and successes

Staff gave many examples of perceived impact and success in School 1. Each interviewee had an anecdote of how developing extended provision had positively contributed to the life of individual children and families. For example, one interviewee said: ‘We have two six-year-old boys who are fabulous dancers, I said “James, how does dancing make you feel?” and he said “I feel nine-feet high”.’

The new opportunities extended provision had created for children and their families were considered to have increased their confidence, self-esteem and in some cases attainment. As the AST explained, many children ‘have come on in leaps and bounds’. The music provider noted that some children had excelled at learning a musical instrument, and being involved in song writing and performing. She argued that children’s involvement in learning music and dance made learning real for children, and helped their understanding of numeracy by counting steps or beats. Staff felt extended provision had created new opportunities for children and hoped that it would also raise their own and their parents’ aspirations for the future.

The school’s emphasis on healthy eating was felt to have had positive benefits for children. The toddler group coordinator explained that younger children who attended the group were introduced to new foods every week. The headteacher explained that she promoted healthy eating to all children and their parents. The importance of a balanced diet that would feed the brain for learning was promoted and understood at every level in the school.

One of the key aspects to the success of extended provision in the school was its relationship to professional development. Staff worked closely with and drew on the expertise of colleagues from outside agencies to develop skills. This was important because when the funding of individual initiatives ends, staff are able to continue to teach the children in the same creative way. It was thought that not only would this have an impact on pupils but it had increased job satisfaction of teaching and support staff. The headteacher explained: ‘The relationship approach means that job satisfaction is high ... the flat hierarchy develops relationships so people feel good about coming to work.’

Most of those interviewed explained that becoming an extended school had had a positive impact upon them in terms of enjoyment, professional development and excitement. Extended provision had not impacted on their workload although the headteacher felt it had impacted on her role. She explained, even though she was not directly involved in delivering activities, she was always in school and had to maintain that overview of activities. She also needed to be aware of how colleagues, for example the caretaker, were responding. High awareness of activities in the school helped address these issues as everyone knew what was taking place, when and where. She felt that building and maintaining effective relationships whereby everyone was flexible had contributed to the success of the programme in the school.

8.1.5 Looking back, looking forward

Key factors in making extended schools work

Interviewees thought that their success stemmed from the leadership which ensured all staff were able to develop ideas and felt confident to suggest new ways of working. The headteacher explained ‘headship is about leadership but not necessarily about management other people can manage’. She went on to explain how this was at the heart of the school’s vision:

Leadership has to be part of setting the vision and working the team together but as soon as you start letting people think for themselves and make them feel safe to make a contribution then you release the potential and I think it is significant that it can happen at staff level and [for] children and the wider community.

The Community Learning Coordinator held a similar view in terms of coordinating extended provision, ‘I don’t need to be there to make sure these different things are happening ... I don’t need to have a finger in every pie.’ The development of relationships underpinned by a partnership approach was vital for ensuring extended provision was successful. The parent-governor described the welcoming feeling parents and visitors got when they entered the school. Visitors and staff were committed to responding to the needs of the community and staff had the opportunity to be involved in developing and/or delivering extended provision if they desired. It was felt that this approach, along with the professional

development that occurred by working with external professionals, would contribute to sustainability.

Various members of the school had participated in training provided by the NRT and others. The NRT training confirmed to the school that it was meeting the core offer but they felt that they were ‘ahead of the game’. Staff had participated in other training events, but these were CPD events that helped develop new activities or contribute to current provision. For example, the after school club coordinator had undertaken training for children under the age of eight so activities could be developed to suit this age group.

Additional training needs were identified by a small number of interviewees: these related to bidding, finance and marketing. Interviewees felt more could be done to share ideas in these areas and this would contribute to developing and sustaining extended provision.

Main challenges

One of the challenges that faced the school related to being a pilot school. As it was one of the first schools in the area to develop extended provision, the headteacher explained ‘sometimes we have to problem solve ourselves’ as there was little best practice to draw upon.

The school also faced the challenges of ensuring compliance with additional protocols, for example, the headteacher had to be Criminal Records Bureau (CRB) checked and have a medical in order for the school to be allowed to provide out of school clubs and childcare. She described these procedures as ‘hurdles’ which she would rather not have had to jump.

Being a multi-use site raised issues of accommodation, cleaning and security. These were overcome by the strong team ethos within the school where staff pulled together and were flexible.

Financial issues were challenging. The headteacher was concerned that in the future, without the level of external funding the school received, it might not be able to ‘break even’. The school administrator’s remit was broadened as extended provision developed in the school and she took over greater responsibility for finance and a part-time secretary was employed to help deal with the workload. Managing the budget could also be challenging as the headteacher explained: ‘It

is a mini-business ... money coming in and out.’ This situation needed monitoring and had to be separate from the school budget.

The ethos of the school means when challenges are faced, they are ‘turned on their head’ and worked round them. The headteacher explained at NRT meetings, parental access was a challenge for many schools:

Why don't parents feel they can access school facilities? – this is what needs addressing. We are a school that thinks in 360°, full-circle. So that when we come against challenges, you have to see beyond that and work round that. It's about easy to access facilities.

Future plans

As School 1 was due to be closed at the end of the summer 2006 term, there was a degree of uncertainty about the new school. Systems, structures and staffing had not yet been established for the new school. Due to this, staff, parents and pupils were concerned about the amalgamation. This concern was heightened because they were keen for the extended provision provided by School 1 would be continued and possibly expanded in the new school. For example, the toddler group coordinator was keen to expand the group and provide parenting skills sessions for parents. It was difficult for interviewees to comment on future plans but they all hoped that they would be able to transfer their achievements to the new school and that its potential impact would expand across the wider community.

Advice for the future development of extended schools

Interviewees identified a few key areas when asked what advice they would give to other schools which were developing extended services. The headteacher explained how important it was to have an extended schools coordinator or equivalent. She described the need to spend time to identify and meet the needs of the community, build relationships with parents and ensure there was a partnership approach.

In addition, interviewees explained extended provision should not be seen as an ‘add-on’. Rather it should be viewed as complementing the curriculum. However, its development does take time and was described as ‘a slow-burn process’ by the headteacher. Extended services should be developed with the school setting and community in mind: ‘make sure it fits the school’ and draws upon the current skills, expertise and interests of the staff. The headteacher and Community Learn-

ing Coordinator both explained that developing an extended school is like starting from scratch each time. Even though practice could and should be shared, it has to meet the aims of the school.

8.1.6 Conclusion

Despite the closure of the school looming, School 1 had wholeheartedly embraced the extended schools agenda. It was meeting the core offer and fulfilling its vision to develop both adult and child learners, raise attainment and release its community's aspirations for the future. This had been made possible through the dedication of all staff and their desire, along with that of the community, to improve the life chances of their children. Staff and parents were committed to the continuation of extended provision in the new school.

8.2 Case study 2

This case study is based on interviews carried out at School 2 in March 2006. Those contributing to the study were: the headteacher, the deputy headteacher, the school social worker, two members of the leadership team, two class teachers, the school bursar, the headteacher's personal assistant (PA), four teaching assistants, a lunchtime organiser and an external sports coach. The school's main priorities were: improving parental involvement in school life; brokering after school events and activities and improving community links.

8.2.1 The school

The school is an above average-sized primary school located in the North West of England. It has 540 pupils on roll, 27 teachers and 50 other members of staff who have direct contact with children. The school is situated on a large housing estate on the outskirts of a major city. There is high unemployment in the area and many families experience significant socio-economic difficulties. The number of pupils eligible for free school meals is 50 per cent. All but a few pupils are of white UK heritage and most speak English as their first language. Within the school, ten pupils have statements of special educational need. The school is part of an Education Action Zone, and has barrier-free status² due to its resource provision for pupils with moderate learning difficulties (MLD).

8.2.2 Starting out

In 2004, the school's infant and junior school were brought together as one primary school. The amalgamation, led by a new headteacher, involved a huge process of change and improvement. Leading up to and during its restructuring the school was able to offer wrap around care to pupils and also develop links with some parents and other services, particularly in relation to SEN. The school was invited to become a pilot school by its local authority because of its progress in the areas of childcare and community relations. Staff working at the school saw the benefits of extending provision beyond the school day, and were keen to sustain and add to existing services and activities.

8.2.3 Strategy and implementation

Forming a strategy

In terms of its long-term vision for extended services, the headteacher described the school as 'the hub of the wheel'. He saw the school at the centre of the community; a place of activity and opportunity. To form its strategy, a range of people had been consulted. Parents' views had been sought via letters and a questionnaire. Although only a low response had been achieved, the headteacher was pleased that parents had been given the chance to participate. Parents were also able to express opinions at termly drop-in sessions, held by the headteacher and a school governor. The headteacher said, in comparison with previous years, the school was now more welcoming of parents.

As a matter of course, the school council had been consulted. The council was ordinarily asked to contribute to discussions relating to issues such as the school environment, pupil health and behaviour. The council was in the process of putting together a questionnaire for all pupils on school life in general. The Y1 teacher responsible for overseeing the council commented that teachers and governors valued the views and opinions of pupils highly, and that all contributions were taken seriously. A further group to be consulted was a recently formed 'friends of the school association'. The creation of this group was seen to have opened dialogue between the school and the local community.

Developing extended provision

The main drive for the school was to provide pupils with new opportunities and experiences. The headteacher explained that some pupils came from socially and economically deprived backgrounds, so the more the school could provide for them, the more their lives would be enriched. One teacher gave the example of Spanish lessons offered free of charge, which the children enjoyed attending, but would not do so if they had to pay. It was felt particularly important to focus efforts on healthy living and sport because, like many others, the school found it difficult to meet the recommended two hours' high quality physical education (PE) a week within curriculum time. The school introduced after school sports activities and was also part of a healthy schools programme, so far achieving a bronze award. In addition, the school was keen to improve parental involvement and community links, and was providing a range of activities and services to help achieve this.

Managing extended provision

The headteacher was responsible for overseeing the management of extended services throughout the whole school. However, a host of other people were making considerable contributions to his efforts. This included the deputy headteacher who supervised all welfare issues within the school and also those involving external services. Four phase leaders, responsible for curricular and management areas, were involved with strategic planning and kept their teams up-to-date on new developments. Several teachers were running clubs either at lunchtime or after school. Specialist sports and foreign language classes were run by external providers.

Non-teaching staff were also playing a substantial role in the delivery of extended services. A teacher's assistant (TA) had been working solely as parental involvement coordinator for over two years. She had worked at the school for 33 years and was very familiar with local families, as many parents were ex-pupils. Her role involved supporting, advising and encouraging parents, particularly young parents and/or those who with negative school experiences. She also ran 'parent survival' training and had set up a toddler group. The breakfast club had originally been staffed by teacher volunteers, but was now overseen by a paid TA and lunchtime organiser. The after school club was run by the school's senior lunchtime organiser as a self-financing private business. In addition, two TAs ran an art club on a voluntary basis.

8.2.4 Outcomes

Changes and achievements

In terms of **childcare**, a breakfast club was offered from 8.00am. It had been running for about three years, but at a slightly earlier time since the pilot. About 50 pupils attend every day, occasionally with their parents. Most pupils pay a nominal fee and the school provides free places for the others. The club has enabled a teacher to establish a weekly revision class for Y6 pupils. The teacher said early mornings were an extra time in the day when learning support could be offered. She explained that the club is open to pupils who would not meet the national standard without extra help. These children were carefully chosen and made a commitment to attend.

The after school club ran from the end of the school day until 6.00pm for children of working parents on an applied-for basis, and is paid for in advance. It is utilised by pupils from School 2 and also a neighbouring school. The club extends its hours from 8.00am until 6.00pm during holiday periods. A football club is also offered after school by an external provider. It is open to interested pupils for £18 per term and currently has about 16 attendees. The company provides the necessary equipment and ensures that its football coaches are checked by the CRB. It also offers some activities during curriculum time at no extra cost to the school.

A **varied menu of activities** is offered by the school (some of which took place prior to the pilot). The activities include art, drama, gardening, cooking, Spanish and a variety of music and sports classes. Most of those attending are in key stage 2. The activities take place at lunchtime or after school for six weeks at a time, although one or two run all year. The half-termly turnover of activities was thought to be appropriate in order to keep pupils motivated and reduce the commitment made by the staff running the events. Two neighbouring primary schools and the local high school also offer activities to pupils from School 2.

The school **supports parents**, for example, through ‘parent survival’ courses. A literacy course is also run, where children and their parents work together on literacy activities. This is followed by a weekend residential. In addition, a social worker is employed by School 2 and two others through a service level agreement. For the last 18 months, she has worked the equivalent of one day a week at School 2, although she is based at the local high school. She said it made more sense for a social worker to be based in a school, because pupils and parents feel

more supported. Wider community events were also held, including fitness classes, drama workshops and adult learning classes.

Impact and successes

Interviewees had noticed that the extended provision had impacted on pupil behaviour, which had improved dramatically. The deputy headteacher was of the opinion that pupils now saw the school as theirs, because they were more involved in activities and decision making. She said ‘the more we give them, the more they respect the school, its staff and the building’. This view was endorsed by another member of staff, who felt school vandalism had decreased because of an increased sense of ownership. She said pupils, such as those involved in the gardening club, were less likely to damage the grounds because they had been involved in renovating them. On the subject of behaviour, the headteacher reported that fixed-term exclusions had fallen from 30.5 days to 6.5 days in the consecutive year. He said, to some extent, the pilot had facilitated this. A contributing factor was a therapeutic inclusion room, which had been running since October 2004. This room, run by two TAs, offered support to about 30 pupils with emotional and behavioural difficulties.

Pupils loved attending the breakfast club, according to the two members of staff who were overseeing the venture. These interviewees had noticed an increase in children’s punctuality, which had a knock-on effect for promptness at the start of the school day. One of the staff running the club was confident that it quietened down pupils before they entered their classroom. She also said pupils could talk to friends which eliminated the usual catch-up at the beginning of lessons. The club also provided a quiet place for pupils to complete homework and encouraged friendships between year groups. Teachers were reassured by the club, because it provided for pupils who otherwise would go without a proper breakfast. However, it was acknowledged that some pupils missed out because parents failed to ensure their child’s attendance.

The impact on parents was manifest in two ways. First, parents saw their children being excited by new activities and events. This was thought to be particularly beneficial to parents with negative school views. Second, the parents were receiving more support. The parental involvement coordinator reported that, without the school’s provision, some parents said they would be unable to work. In addition, the headteacher reported that parenting courses always received positive feedback.

Drawing on research carried out into her role at the high school, the social worker said families (and teachers) found her to be more accessible when based at the school, as opposed to at social service offices. Also, parents appreciated the continuity offered by a single social worker, as they only had to tell their story to one person. The social worker said familiarity with the local community made her role more effective, as she was more able to understand a family's needs. She said some situations could be resolved early on; however, if circumstances worsened, parents and children knew the social worker was available to support them.

The main impact on teachers was enjoyment. Clubs were only offered to pupils if a teacher had interest in a particular activity, and if they were willing and able to run the event for six weeks. Yet, despite the reported impacts and successes, the headteacher and deputy headteacher felt a more systematic approach to monitoring and evaluation was needed. Ideally, they would like to employ an additional member of staff to manage extended provision. This role would include monitoring the type of activities on offer and pupil participation, along with an evaluation of impact. For example, one teacher mentioned that, in relation to her own class, activities were frequented by the same children each time. Therefore, the school might want to diversify the activities on offer to cater for a wider range of pupils.

8.2.5 Looking back, looking forward

Key factors in making extended schools work

The headteacher and deputy headteacher believed the key factor in making its extended provision work was supportive and cooperative staff. They said staff had worked as a team to ensure the school was able to move forward. They were particularly grateful to the site manager whose core hours had been extended, the school bursar whose personnel and finance role had been increased and the parental involvement coordinator who was carrying out essential face-to-face contact with parents. The headteacher also felt the school was fortunate because of its large size and excellent facilities. This had allowed the school to 'find pockets of money' and had enabled a varied menu of activities to be provided through its large workforce. He also said the school had benefited from good cluster group working.

The school had been supported by the NRT. The headteacher, deputy headteacher, school bursar, parental involvement coordinator and a TA had attended a series of

NRT sessions. The headteacher described these sessions as ‘really positive’ and ‘spot on’. He explained that the NRT had provided a process by which the school could move forward. He said the sessions were not a ‘how-to manual’, but a way of thinking through the issues involved in providing extended services. The school had also been supported by the LA, and its direct contact within the authority was described as ‘fantastic’. Overall, it was felt that if more information or support was needed, this would have been provided by the NRT.

Alongside working with the NRT, the school had also shared experiences with another pilot school within the same LA. This school had been using a range of management tools which had facilitated School 2 in working through its issues. The deputy headteacher described these sessions as being ‘really useful days’ because her team came away with something new each time. The headteacher expressed the view that non-pilot schools might find it difficult working without direct input from the NRT and a partner school. He said working in this way had made his school’s journey much easier.

Main challenges

A challenge facing the school in providing an extended service was to ensure a healthy work/life balance for staff. It was felt that there was a lot of goodwill at the school and some members of staff were prepared to assume numerous additional responsibilities. The deputy headteacher said it was necessary to monitor workload issues because ‘some will just take on more and more until they drop’. Nevertheless, she thought it would be a shame if teachers were never involved in out-of-school-hours learning and said that a balance needed to be reached. She felt working with smaller groups of children outside lesson time could help build positive relationships between teachers and pupils. In her view, involvement in extended activities could be the most rewarding element of teaching.

Another challenge was maintaining parental involvement, particularly when pupils reached KS2. In KS1, parents had frequent contact with the school through parenting classes, toddler group and by staying with their child for the first 20 minutes of the school day. In KS2, parents tended to have additional work commitments or focused on their younger children. One teacher was concerned that a small number of parents saw wrap around care as an ‘easy way out’ of parenting and that they were not interested in participating in school life.

Three interviewees felt funding was an issue. They thought if extended provision was mandatory, central funds should be made available. Although after school clubs were seen as great resources, they had cost implications in terms of security, electricity, cleaning and materials. It was also noted that discerning what funds were available to the school was difficult. The breakfast club staff had only recently found out that some pupils were eligible for free milk and fruit. This related to a comment that the food provided by the club could be healthier and that the company running the venture should be run on a not-for-profit basis.

The desire to provide a swift and easy referral to specialist support services was reported to be behind schedule. Although the school had its own nurse and social worker, the services provided by agencies outside its jurisdiction were considered to be slow-moving. The deputy headteacher felt multi-agency working was improving, but was still too long-winded. She said it could take from between seven days for an urgent referral to reach the relevant team and up to 20 weeks for less urgent cases. The main problem was seen to be a long-standing divide between schools and other agencies, including those within education, such as educational psychologists. The deputy headteacher said more cooperation, trust and transparency were needed, along with joint working and training. The social worker was of the opinion that recruitment and retainment within social services needed to be improved. In her view, staff turnover was too high and some newly qualified social workers operated without appropriate levels of senior support.

Future plans

The headteacher was keen to involve more outside specialists to relieve his staff and increase the range of activities offered. He expressed a desire to employ an assistant site manager and an extended schools coordinator. In addition, it was felt necessary to look more closely at the types of activities pupils wanted. One teacher thought the school should consider activities offered to its pupils by nearby schools, as duplicate clubs may be unworkable. Raising the profile of after school clubs and celebrating the achievements of those taking part was thought as a good step forward. One suggestion was to provide certificates, as was the case at the other pilot school in the area. It was thought this might encourage pupils to maintain their involvement. In the case of the breakfast club, an exhibit of work carried out by pupils was going on display. There was also a possibility of linking up with the region's adult education partnership to make use of the ICT suite outside of school hours.

Advice for the future development of extended schools

Staff at School 2 had been invited to speak to other schools and LA personnel within the region, and were keen to hear about other schools' experiences. While the headteacher and deputy headteacher thought it would be difficult for schools without any extended services to get started, particularly in terms of wrap around care and multi-agency work, suggestions were put forward that might be useful. However, the headteacher pointed out that extended services in School 2 were facilitated by previous relationships and were not entirely a result of the pilot. Overall, interviewees felt that to be successful, staff needed to have the right attitude. It was necessary to have willing and committed staff, appropriate accommodation and resources and to consult early with everyone involved.

8.2.6 Conclusion

At a time when it was evolving due to the amalgamation of its infant and junior divisions, School 2 had risen to the challenge of offering extended services. Staff at the school had been willing to enhance its provision through the pilot in order to provide pupils with new opportunities and experiences. This had been made possible through a dedicated headteacher, enthusiastic and generous staff and a handful of other organisations, especially its partner pilot school, the LA and the NRT. Although there is still work to be done, School 2 is aware of the direction it wants to take to move the school forward.

8.3 Case study 3

This case study is based on interviews carried out at School 3 in March 2006. The main contributors were the headteacher and the extended school consultant. Valuable information was also provided by a class teacher and the site's childcare manager. The school's main priorities were: extending the school's building to provide accommodation for extended services; surveying the needs of the community; identifying providers and facilitating extended service provision.

8.3.1 The school

The school is a small split-site primary school located in the East Midlands with 72 pupils on roll. It is situated in a rural setting in an affluent part of the county.

Historically, the area had a strong agricultural community but in recent years more professional families have moved to the area, and many children now access the school from further a field. There are no pupils from an ethnic minority background and none of the pupils speak English as an additional language. The proportion of pupils identified as having special educational needs is below the national average.

8.3.2 Starting out

The school was invited to become a pilot extended school by its local authority. Before becoming involved in the pilot the school was planning to extend the building and was looking at new ways of engaging with the community. The pilot provided an excellent vehicle for achieving these aims.

Very recently, a neighbouring playgroup has relocated to a nearby site. The amalgamation allows the school to offer a smooth transition from the foundation stage through to key stages 1 and 2. It put the school in a strong position to move forward.

8.3.3 Strategy and implementation

Forming a strategy

The school had established a small change team which met periodically to discuss developments and particularly those related to new NRT materials and events. The school had also consulted with parents and the wider community via a postal questionnaire and through face-to-face discussions about the types of services and activities they thought they would be able to offer. The response was varied: there was some reluctance amongst the community to expand the school further through fear that it would be detrimental to existing community resources such as the events hall. Thus a challenge identified early on was the need to effectively communicate the ambitions of the school and the purpose of delivering extended services to the wider community.

Developing extended provision

The main driver for the school was to provide children with new opportunities and experiences. The headteacher was awaiting the final approval of the new building development to enable it to 'build a school suitable for delivering different types

of service'. To some extent this delay was also impeding the school's ability to advance its extended provision although much good work had already been done in this area. In a small school the role of coordinating and developing extended services fell to the headteacher. However, to help distribute the workload the school decided to employ a parent in a consultancy role to help map the terrain and audit the services currently available.

Managing extended provision

As has already been mentioned, the school was really waiting for the new building before they could take their extended provision much further. This meant that the main tasks that needed doing were mapping what could be provided once the new facilities had been built, conducting a survey of local residents' requirements, and conducting an audit of what was already being offered. The headteacher oversaw all of these activities and the management of extended services in the school. The school's change team were also responsible for monitoring and supporting the activities of the school.

8.3.4 Outcomes

Changes and achievements

The [activities](#) currently being provided included a mother and toddler group, salsa classes and free ICT sessions for pensioners. These activities were being delivered by school and specialist staff. While a lot of effort and planning had been put into the activities that could presently be offered, the current situation meant that the school was short on space, as a member of the school's change team explained: 'With adult classes we struggle to fit people in.' The extended schools consultant had spent time contacting possible providers and researching the relevant costs and provision needs. The responses were varied. Community child minders did not want to join the school – preferring instead to work from home and to retain control of their own provision. Private providers, however, were said to be very positive – responding very quickly to requests for information. Similarly local further education (FE) providers were interested in delivering lifelong learning courses using the school as a base. The plan would be for them to provide a local tutor and for attendees to pay some kind of contribution to cover course costs. The minimum number of places needed to make it financially viable was 12 people, which the school thought it would be able to find.

Impact and successes

The headteacher admitted that in terms of impact on pupils, the current building limitations had meant ‘we have not had as much impact as I would have liked’. It was still difficult to offer wrap around care because of the lack of facilities, but the relocation of the playgroup to a nearby site was a significant step in the right direction to being able to deliver this. Child minders for new parents were available through school contacts, although this service was not currently being offered on-site. Furthermore, by consulting with parents and involving them in the planning of services, the hope was that the school would be able to develop a package of services which best meets the needs of the community. There was a belief that the range of consultation activities with the community had been useful and successful as the consultant explained: ‘We have a good feel for what the community wants [which has enabled us to] plan for what is needed.’ The pupils were thought to be already benefiting from the broader range of after school clubs on offer, and private football and cricket coaching had been offered in the holidays. It was hoped that this varied menu of extra-curricular activities would not only meet local needs, but would also provide additional support for pupils in their learning and bring the school closer to the wider community. The school was currently exploring the best ways of offering parenting support including information. The teaching staff had been keen to offer their services after work, and there was a strong desire and determination to deliver the core offer. The headteacher, however, was keen to ensure that demands on his staff’s time were carefully managed.

8.3.5 Looking back, looking forward

Key factors in making extended schools work

While few extended services were currently being delivered, there was a clear intention on behalf of the headteacher to let other people manage and run the new services. He explained: ‘The intention is that once we have people set up and in place I won’t be controlling everything. The leadership of this will be devolved and there will be people from the community that will be able to run a lot of the services without input from me.’ However, while some services continued to prove difficult to engage with the programme, there was a need for the school to continue to challenge their position, and this would require substantial input from the headteacher and school staff.

Main challenges

Apart from the frustrations of having to wait for the new building development, the main challenge facing the school was the reluctance of some agencies to get involved. Health services were singled out as being particularly unhelpful. While the school nurse was thoroughly behind the programme, the extended school's consultant said that trying to get the Primary Care Trust (PCT) to show any interest was like 'pulling teeth'. The PCT did not know about the agenda and appeared to focus on reasons why such a partnership would not work rather than looking at ways to overcome any problems. The consultant-parent explained: 'They tried to push us on to social services who in turn said our present facilities were not adequate and made a case that there was no need for such provision within the community.' The only real solution to such problems appeared to be the extra space and facilities that would come about as a result of the new building development.

Another challenge was keeping the local community abreast of developments, which the school was doing through the use of a newsletter, parents' evenings and information campaigns at school fairs. The playgroup manager explained: 'We need to keep telling people what is going on [...] They get frustrated when they don't see anything happening.'

Future plans

The school's future plans were to proceed with the new build, and in doing so strengthen their capability and capacity to deliver extended services. It was important that extended services would be self-funding and autonomous to a degree, while the headteacher would continue to have an overview to make sure that everything was working properly. The headteacher said: 'I hope in the future that we will have providers for these activities. It's about being flexible, using the options and using the workforce.' In addition, more staff were expected to be recruited with the move to the new building, further enhancing the school's capacity to deliver extended services.

Advice for the future development of extended schools

The school's experience of delays to the building development, along with their frustrations at not being able to offer more on the existing site were highlighted by the headteacher: 'How important [it is] that architects and planners have in mind that schools need to have facilities that offer these provisions – there is a need to

think seriously about building schools for the future.’ However, the headteacher also urged that other headteachers needed to remain ‘positive and enthusiastic’ as ‘opportunities will come your way [...] Take things step by step and you will hopefully find the experience very rewarding.’

8.3.6 Conclusion

Membership of the pilot programme has ultimately been a rewarding experience for the school, hindered only by the lack of available space and facilities and delays to the new building programme. The NRT’s materials and events have equipped the school’s change team with lots of ideas to help them in the future. It was hoped that when the new build is finally completed the school will be able to provide more opportunities for children, parents and the wider community, while at the same time contributing to a healthy, vibrant community.

8.4 Case study 4

This case study is based on three interviews carried out at School 4 in March 2006. Those participating in the interviews were the headteacher, the deputy headteacher/special educational needs coordinator (SENCO) and a newly qualified reception teacher. The school’s main priorities in relation to the development of extended services were: providing parental support; increasing community links and adding to the school’s existing sports facilities.

8.4.1 The school

School 4 is a medium-sized primary school situated in a disadvantaged inner city area. Despite that, the school has a large outside space, including a sizeable playing field. It has 360 pupils on roll from a wide range of ethnic groups. A small number of pupils are from families seeking refuge and asylum in the UK. Over half of the pupils attending School 4 speak English as an additional language and over a third of pupils are known to be eligible for free school meals. About a fifth of children have special educational needs. A Sure Start Children’s Centre is located on the school’s site.

8.4.2 Starting out

The LA nominated the school as a pilot school, along with another primary and a nursery. This nomination followed an interview, in which the school outlined its progress in, and plans for, extended services. The school was well placed to join the pilot as positive links were developing with the local community and external agencies. These relationships had largely been facilitated by the headteacher and deputy headteacher, but a TA with responsibility for extended services had also played an influential role. She was initially involved in creating links between the school and the Children's Centre, but the role had expanded. This TA has since been seconded to the LA as a Children's Development Coordinator.

8.4.3 Strategy and implementation

Forming a strategy

The vision for the school with regards to providing extended services was to put the school at the centre of the community. The headteacher said he wanted the school to be seen as something significant in the lives of its families. He believed the school had 'fantastic potential' in terms of celebrating its multicultural population and creating a good community spirit. He wanted to make the school more accessible to parents and remove the barriers that prevented them from taking part in school life. Prior to the pilot, the school had started to develop a menu of activities to achieve its vision. It had taken opportunities to exploit its large site and some work had been carried out to expand classrooms and open up the school building. This programme of activity had continued throughout the pilot.

Developing extended provision

To decide on its priorities and identify areas for development, the school had consulted with pupils via a questionnaire and through discussion with the school council. Some suggestions had been acted upon, such as the creation of an adventure playground. Parents had also received a questionnaire asking for their views. However, the headteacher was not convinced the responses given showed the whole picture. He felt informal conversations between parents and staff revealed other issues, such as parents' worries about spending less time with their children as a result of after school clubs, difficulties with managing children's behaviour at home and the need for support with literacy and numeracy skills. School staff had

also been involved in setting the agenda, particularly the TA with responsibility for extended services and the PE coordinator.

Managing extended provision

The headteacher had made considerable contributions to the development of extended services. He was very much aware of ongoing activities and new developments. However, other individuals were responsible for the organisation and delivery of events. For example, two teachers were paid to run healthy eating workshops on Saturdays from 10.00am until 1.00pm.

A substantial amount of work was being carried out by the deputy headteacher, who was also the school's SENCO. Her role involved many organisational tasks, such as room allocation, promoting events, ensuring a good level of participation, providing the necessary resources and equipment, liaising with the LA and neighbouring schools. She was also responsible for updating senior managers on progress. This role occupied a large amount of time, which had the potential to go unnoticed by colleagues because it took place 'behind the scenes'.

8.4.4 Outcomes

Changes and achievements

The school was offering a variety of [childcare](#) facilities, both on its own premises and through local partnerships. An arrangement with two other primary schools had opened up a wide variety of services. The schools rotated a weekly drop-in service for parents and children. At these sessions, advice was given on issues such as health and services were provided including speech and language therapy. The link also enabled pupils to attend a breakfast club based at a partner school. In terms of after school provision, eight year olds and under were able to access a club until 6.00pm. Other evening clubs ran from 4.30pm or 5.00pm and a variety of lunchtime activities were on offer.

In addition to the drop-in sessions, a variety of other services were available to [support parents](#). For example, once a week, parents of reception-aged pupils were invited to attend learning mornings. They could gain information on job seeker's allowance, working tax credits, childcare provision and education courses. A representative from a behaviour improvement team was also available to provide advice. Besides this, a series of four healthy eating workshops were on offer to ten

families each term, the aim being to encourage parents to prepare and cook healthy meals. A dental nurse, health visitors and the school nurse were invited to the classes to talk to parents. The workshops, which had been running for three terms, were funded by the LA, providing that ten families attended. In terms of [community activities](#), the school was being used for sports activities and religious worship.

Impact and successes

Interviewees felt the main impact of the extended provision was that children were able to access a wider number of activities and services. The headteacher was confident that the school could connect its extended activities with the curriculum, which would raise standards. The new way of working was also thought to have improved relationships with some parents. There was a sense that parents were starting to feel more comfortable when visiting the school and were getting more involved in school life. The deputy headteacher said it was unlikely this would have happened if the school had not been involved in the pilot. She was of the opinion that, over time, more parents would contribute ideas and that some would volunteer their skills. The learning mornings were thought to be particularly effective in demonstrating to parents how best to support their children.

In terms of the impact of extended services on school staff, the deputy headteacher reported that everyone had been willing to listen to new ideas. She also said many had come forward and volunteered to support certain areas of provision, while others had made suggestions. The deputy headteacher explained that there was no impact on staff time or workload, unless they had volunteered to take on extra activities. She mentioned that activities were not taking place in classrooms, so they did not intrude on teachers' workspace. However, she said if a provider required a classroom, for example to use a whiteboard, then the current arrangement would have to be revisited.

8.4.5 Looking back, looking forward

Key factors in making extended schools work

From the perspective of the headteacher, an enthusiastic workforce was a key factor in making extended schools work. He also noted that excellent cluster working had played a part. The school had links with nine other primary schools, two of which were particularly strong. This enabled the school to share facilities and

resources. The school also had a long-standing relationship with a local sports academy. The headteacher felt that competitiveness between schools needed to be overcome in order to progress with the extended schools agenda. However, he acknowledged this was difficult bearing in mind that schools were compared with one another through league tables.

A small number of school staff had been involved in a series of training sessions, delivered by the NRT. These helped to familiarise them with the extended schools agenda and the possibilities it offered. The headteacher was grateful for the strategies suggested by the NRT, which were helping to move his school forward. The deputy headteacher agreed that some elements of the training were useful, particularly the problem-solving techniques. However, she felt the training was somewhat inflexible. For example, the LA's three pilot schools and a range of interested parties attended one session. She would have found an informal question and answer session more beneficial than the pre-planned programme. She also said that the three pilot schools were at different stages of development, so it was not appropriate to present the same strategies to all three schools at the same time.

Main challenges

Providing extended services had been particularly demanding of senior management time, according to the headteacher. It had also required the assistance of other members of staff. A teacher running a healthy eating workshop said, while she enjoyed offering a class that benefited families, the planning and shopping added two hours onto the session. Also, as the LA provided retrospective funding, she had to borrow from the school and spend time completing claim forms. In terms of his work, the headteacher reported being unable to achieve enough dedicated headship time. He also said the school was 'at full stretch' in terms of support staff.

External providers posed further challenges. The deputy headteacher reported that some providers were unreliable. She said these individuals arrived late for sessions or cancelled them close to the event. While this might not be problematic when dealing with older children (who can cope more easily with change and also take themselves home), it was a serious issue when working with young children. The deputy headteacher said some providers failed to give enough thought to consequences of rescheduling or cancelling events. It took a lot of time to re-book rooms and inform parents. It also gave the impression that extended

activities were casual. She added that some providers used teaching styles that were inappropriate to primary-aged pupils.

The school had also faced challenges in relation to parental involvement. This had been an issue for the teachers running the healthy schools workshop. One teacher explained it was difficult to get parents to commit to a four-week block of sessions. Therefore, four classes were offered over a six-week period. This teacher also said it was hard to get parents of children in particular need (for example, those with poor teeth and diets) to attend. Another issue was ensuring parents maintained the knowledge learned through the sessions. She was of the opinion that the incentives for parents had to be attractive, such as not charging for activities and providing crèche facilities.

Future plans

The school's playing field and all weather sports pitch were thought to be its biggest asset, mainly because green space was hard to find locally. Both the headteacher and deputy headteacher thought the outside premises could be used a lot more by pupils and the local community. To achieve this, the school needed to broaden the role of the site manager to include evenings and weekends. The site manager would not only be responsible for security, but also for organising lettings and providing first aid. The headteacher explained that the school had recently employed a new site manager who was very community-minded and was willing to take on the extended role.

The headteacher and deputy headteacher thought the school had gone as far as it could with the extended schools agenda, and now needed more staff to deliver and maintain the school's vision. The headteacher said he would like to use specialist tutors to deliver enrichment activities in the afternoons, but this required extra funds. The school was currently waiting to hear how the LA was going to use its two-year extended schools budget. The preferred option was for a coordinator who would work with a group of schools, but the money could be allocated equally to schools or be divided up depending on a school's circumstances. It was felt that, unless the LA got it right, the school would be in competition with wealthier schools, which could offer pupils from School 4 better resourced activities.

Advice for the future development of extended schools

The interviewees made some suggestions about the development of extended schools and pointed out that it would be useful to hear about the work of other

schools. They said that the most important elements were having a clear vision, committed staff and good planning. It was also necessary to meet with external providers in advance to discuss both parties' expectations. By discussing issues such as what the provider could offer, what the provider would need in order to deliver activities and what aspects were likely to change, the deputy headteacher felt future problems could be reduced or eliminated.

8.4.6 Conclusion

School 4 was in a good position to deliver extended services, particularly in terms of its outdoor provision, Children's Centre and cluster working. Pupils attending the school were able to access a range of activities, and parents were being supported in a variety of ways. This had been made possible by the hard work and enthusiasm of both teaching and non-teaching staff. The school was making plans to further develop its extended schools provision, and it was felt this could be enhanced through the employment of an LA extended schools coordinator. The next few months will reveal how the LA intended to allocate its budget and thus how the school can take its vision forward.

8.5 Case study 5

This case study is based on interviews carried out at School 5 in March 2006. Those that contributed were the headteacher, the Director of Support Systems, the Chair of Governors, a Senior Learning Mentor, Head of PE and the Extended Schools Manager. Observations were also carried out at a Local Services Delivery Group (Children and Young People Sub-group meeting held in the school). The key priorities for this school were to improve community perceptions and access to school and promote learning.

8.5.1 The School

School 5 is a large 11–18 community school with specialist technology college status. It is located in an urban town in the Yorkshire and Humber region and has approximately 1950 pupils on roll, employing around 270 staff, 144 of which are teachers. The school is on a split site: one is for key stage 3 pupils; the other for key stage 4 pupils and sixth formers.

The school serves two local communities most of whom live in council estate housing and have high levels of deprivation – around 20 per cent of pupils are known to be entitled to FSM. Several pupils have special educational needs. The vast majority of pupils are White British. One of the two communities has a very active community group, the other is less proactive. There are Children’s Centres and Sure Start centres in both areas. Many parents are ex-pupils some of whom had bad experiences during their school careers – reengaging these parents is one of the main challenges for the school in developing extended provision.

8.5.2 Starting out

School 5 started to develop extended provision about four years ago with the appointment of a Community Learning Manager (now the Extended Schools Manager). It was intended that the role of Extended Schools Manager would be the same as that of Community Learning Manager which was defined as ensuring the ‘school was the centre of the community’. The remit of the role has shifted slightly in that the previous remit concentrated on learning whereas the remit for the role of Extended Schools Manager is ‘much wider’. The Extended Schools Manager explained her role was to meet the core offer and encourage the community to use the resources available in the school after school hours.

School 5 got involved in the NRT pilot (at the beginning) two years ago. As the school had made developments in terms of extending provision, and due to its work with the local authority, it was a natural progression to get involved in the pilot. In addition, throughout his career, the headteacher has been passionate about ‘community schools’ and acknowledges their importance as being used as a community resource.

8.5.3 Strategy and implementation

Forming a strategy

Initially staff, in particular teaching staff, thought ‘extended provision’ meant they had to do everything, as one interviewee explained: ‘[We] had try to do everything, have to have doctors, nurses, police on site, have childcare provision and open up from 8 ‘till sunset’. However, as time has gone on, understanding has increased, particularly with key members of staff involved in developing extended

provision. Most interviewees felt that wide understanding about extended provision was lacking amongst the teaching and support staff within the school.

Those involved in developing extended provision within the school felt a key aspect of their role was ‘facilitating and being a point of contact of information for some of the services’. For example, initially the school was concerned about offering childcare but, following consultation with the community, it was identified that there was not a need for another childcare provider in the area so the school’s role could be to direct parents to the services already available.

Extended provision, the headteacher explained, ‘fits in very much’ with the vision of the school: to be a ‘resource within the community’. There was a general understanding that schools are ‘vastly underused buildings’. He said that secondary schools also have issues with engaging parents in school life and there are a number of reasons for this: schools are perceived to be about ‘education’, parents seem to enter the premises only on parents’ evening or when they see teachers about their child and these issues are heightened by the fact that pupils do not want their parents in school once pupils reach teenage years. School 5 is keen to change this perception of itself and feels the extended school agenda fits in with its vision. As the Director of Support Services explained, it would help establish to school as ‘more approachable and less intimidating’.

Extended provision is part of the school development plan. Early on, becoming an extended school was an addendum to the School Development Plan (SDP) but now it is integral to the school’s work.

Consultation with the community

A variety of methods were used to consult with the local community. For example, as the school is situated in a New Deal for Communities (NDC) area, the school used data collected by NDC to identify the needs of the people in the local area. In addition, the Extended Schools Manager carried out a survey of parents. The Senior Learning Mentor was asked to give the questionnaire survey to a targeted group of parents but all parents were invited to participate. Parents and the local community were renowned for being difficult to consult. To help redress this, the Extended Schools Manager is an active member of many local community groups which enables her to explore the views of local people. She also hosted a Neighbourhood Management Group at the school which includes representatives of the local community including: Community Officer, representatives

from local schools, Councillors, library representatives, Health visitor, Fire and Rescue Officer and Sure Start. Again, the group enables its members to share information and ideas.

Consultation also took place within the school. For example, the Extended Schools Manager ensured she was clearly visible on review and performance days. She carried out local advertising to ensure the community was aware of her role and who she was. When parents attended sessions held on the school site, they were asked what other activities they would like to meet their needs. The Learning Mentors ensured they asked parents what they would like the school to provide – it was clear that staff should seize every available opportunity to ask parents what they think.

The Director of Support Systems explained that it is difficult for parents to identify what provision they would like available in school. She said it is a ‘chicken and egg situation’, explaining the community does not know what it wants until it is told what is available.

Developing extended provision

As the Extended Schools Manager’s previous role related to developing community and adult learning, this was an area already being developed within the school. The school continued to focus on developing this aspect, working with colleagues within the LA from the Adult, Family and Community Learning Team and local colleges to provide courses such as National Tests: ‘Brush up your maths’ and ‘Brush up your English’. Many learning support staff took up the opportunity to take part in these courses in order to apply for Higher Level Teaching Assessment (HLTA) status.

In addition to these activities, the school has worked with other providers and is hoping to put on more leisure courses for children and young people. School facilities are also used by local sports clubs. The Head of PE has created an opportunity for pupils to do a Junior Sports Leaders Award. Sixth form students were trained as coaches so they could work with the breakfast clubs – which are held on both sites.

The school is keen to develop more arts and music activities and has recently made contact with a local theatre company who require accommodation. In exchange for free use of the school building, the theatre company will allow the

school to use their equipment. The Extended Schools Manager described this as a ‘win win situation’.

School 5 also hosts holiday activities during half term and during the summer holidays. In partnership with another school, they provided sporting activities free of charge. They have also used NDC and LA funding to finance these sporting events and enable free transport and lunch for the children and young people. The Head of PE explained that as some pupils live about an hour’s walk from school, it is important to provide free transport so that they are not excluded from activities.

Working with others

School 5 had involved various outside agencies to develop and deliver activities, particularly within the area of sports provision. In addition the Senior Learning Mentor explained she worked with the statutory bodies, such as social services, education welfare officer (EWO), social inclusion team and youth services as part of her role in the school and these contacts helped to address the ‘swift and easy referral’ aspect of the extended schools agenda. Contacts with these bodies also helped to develop new ideas and provide activities that parents wanted.

School 5 also worked closely with nine local schools (including primary, special schools and a Pupil Referral Unit (PRU)). Representatives meet regularly to discuss school-related issues and extended provision is an agenda item each month. This enables schools to share ideas, information and good practice. As part of the Healthy Schools Programme, a school nurse was available in school.

Also within the LA an Extended Schools Strategy group was recently established. The purpose of this group was to assemble various representatives from different agencies, such as health, social services and education, under the umbrella of *Every Child Matters* (ECM). They expressed some frustration about the lack of presence from other agencies on this group, but the headteacher was optimistic that the new inspection frameworks would help develop closer multi-agency working. Senior managers within School 5 felt it was paramount for agencies to work together and share information on children and young people in order to address ECM and this should be led by the LA.

Managing extended provision

Extended provision within School 5 is managed by the Extended Schools Manager, the Director of Support Systems and the headteacher. In addition the school set up a School Improvement Group (SIG) with responsibility for developing extended services (equivalent to a SCT).

The Extended Schools Manager had day-to-day responsibility for meeting the core offer by networking with the community, formulating ideas for new provision and facilitating developments. She was line managed by the Director of Support Systems who had overall management of finance, premises, system and non-teaching staff issues across the school. It was within this context, and as a member of the strategy management team, that extended provision formed part of her remit.

The SIG had a remit to increase capacity, develop and share ideas, develop an extended services action plan and communicate developments to staff. Active members of staff involved in the SIG included: Head of PE, the Chair of Governors, a Senior Learning Mentor and the Extended Schools Manager. The group was open to all staff members and they were trying to encourage colleagues from music and arts departments to also get involved. The SIG regularly updated the headteacher and Director of Support Systems on developments and ideas. They then disseminated information to staff more widely through bulletins. Information about extended provision was put on the school website and intranet. There was a general feeling amongst interviewees that the SIG needed further development, particularly in terms of raising its profile amongst the 270 staff members.

Monitoring

As extended services were part of the SDP, developments were monitored at that level. Different activities were informally monitored but no formal procedures had been established. The school was also involved in NRT and LA audits. Monitoring and evaluating provision was an area the Extended Schools Manager wanted to develop.

8.5.4 Outcomes

Changes and achievements

School 5 provided a varied range of extended provision, concentrated on four key areas: out of school clubs; sports activities; out of school hours learning activities; lunchtime activities and parental support and classes. Specifically, School 5 provided **breakfast and after school clubs**: football, rugby, dance, coaching, street sport (i.e. skating), badminton and a very successful basketball club. Sport clubs and activities are also provided during school holidays on school site and elsewhere. Various lunchtime activities are provided in the youth centre for KS3 pupils on one of the school's sites. A few classes are provided for parents out of school hours on improving mathematics and English. These activities were provided both in house and by outside providers. For example, School 5 and a partner school employed a full-time basketball coach to run a club for children and young people. It was a very successful club and was very popular with young people in the area. The Head of PE thought the success of this club was partly to do with the 'club' atmosphere rather than it being viewed as a 'school activity'.

In relation to **support and classes for parents**, School 5, in collaboration with an outside provider, hosted 'Time Out for Parents' (TOPS). This was a successful course that helped parents of children who have a learning mentor. Following on from this, parents said that they would like a stress management course, but unfortunately very few parents attended so this was disbanded. TOPS courses will be run in the future and parents from other local schools will also be invited to attend.

As part of the school's involvement in the DfES healthy schools initiative and the extended schools pilot, a school nurse holds a clinic at the school once a week for pupils. In addition, at one of the local GP surgeries, an afternoon is set aside for pupils of School 5 to attend. Although not formally monitored, this was considered to be a successful mechanism that encouraged young people to access health care.

Impact and successes

Interviewees were asked to comment on the main impacts and successes of being involved in extended provision. Most made reference to the development of the SIG team although they also felt more could be done to further streamline and develop it. The involvement of governors in extended provision was also viewed as an important success. Not only were governors involved in formulating ideas, but the Chair was also secretary to the basketball club. Even though interviewees

felt more needed to be done in the area of engaging and consulting with parents, the progress made to date was a significant achievement. As one interviewee explained, with parents there was a need to ‘start small and work up’ the range of provision. Coordinating the activities that were on offer was also seen as a positive achievement as was increasing the school’s knowledge base of what was available in the community.

In terms of impact on pupils, the various activities attracted a range of pupils, particularly the basketball club and the annual school performance. The Senior Learning Mentor explained that although most activities were designed for all pupils, some pupils were targeted to be involved in certain activities.

Extended provision was beginning to impact on the community. The Extended School Coordinator explained that many people within the community were aware of her role and that they could contact her to find out about provision or offer suggestions. For example, an Asian community group were trying to find a venue to hold their meetings and contacted the Extended Schools Manager to ask for advice. Now the group meets at the school. The Extended Schools Manager explained ‘these links are developing more and more’.

Holiday clubs and (evening classes for adults) were considered to be a great success. Contributing to the success was the flexibility of local providers: for example, a local college offered a first aid programme to the school and they were able to adapt the courses to two one-day or six-week courses to meet the needs of the staff, pupils and community who wanted to attend.

8.5.5 Looking back, looking forward

Key factors in making extended schools work

Staff in School 5 were quite positive about the support they had received from the LA, other local schools and the NRT. However, they considered support from the LA and other schools network meetings to be in its infancy and in need of further development. School 5 stressed the need for local authority policies and guidance for schools particularly in terms of security issues with adults coming into schools. There was a feeling that there was a lack of commitment from colleagues from other agencies as they did not see extended schools as one of their key priorities.

All interviewees had participated in NRT training. Most said that they found the training useful in particular for developing the extended school action plan. However, the interviewees expected to be provided with more information about developing and delivering provision. A few interviewees said they were ‘tired of being facilitated’ and wanted the NRT to provide information, guidance and examples of good practice that they could build upon. As one interviewee explained ‘we wanted models to understand good practice and share pitfalls’. The training events were considered to be quite lengthy and costly events that took a lot of people away from school for a substantial length of time. The ESRC training was however considered to be more informative and useful. Despite most interviewees saying they had not found the tools and techniques particularly useful to date, they noted this did not mean they would not use them in the future. Interviewees were more positive about the individual support received from the NRT Core Team. One interviewee said the support had been ‘excellent’.

Main challenges

School 5 faced various challenges and concerns in developing extended provision, namely engaging parents and the community, security issues, lack of clarity from the local authority and funding.

The main barrier that prevented many pupils, parents and the community accessing provision is the location of the school. The school is situated on the edge of the catchment it serves and is on the opposite side of a very busy road to the community. It also serves a large community; some houses are up to an hour’s walk from the school site.

Despite the best efforts of the school, it proved extremely difficult to engage parents in consultation processes, for example 2000 questionnaires were sent to parents yet only 12 were returned. Most staff explained that parents’ negative experiences at school had impacted on their willingness to get involved in extended provision.

The cost of activities has been another challenge for the school, particularly when outside providers are involved. Many of the pupils come from deprived backgrounds and cannot afford to pay for out of school activities. Members of the SIG are keen not to charge for activities as they know this will exclude some pupils. For example, holiday activities are planned for the summer holidays by an outside provider, but these activities will cost £95 per pupil which is unaffordable to some

families, particularly if they have more than one child. Staff have tried to address this issue by offering subsidised places, but they feel more financial assistance could be provided from the LA.

Security issues were a continuing concern for the staff. Again, they thought the LA should provide more support and guidance to schools, particularly in relation to adults coming into school. This concern was heightened as there was only one main entrance to each school site, therefore not making it possible to hold adult learning events on site during the school day.

There have been a few challenges associated with adult and family learning. For example, the school bid for funding but this was turned down due to cutbacks the providers had to make. In addition, the local college was charging adults for attending classes which acts as a significant barrier for the community.

School 5 tried to address the challenge of making the school accessible by ensuring events were held on similar nights so the building felt busy and ‘had a buzz’. The Extended Schools Manager thought this helped the atmosphere within the school.

Future plans

School 5 had several ideas for developments for the future to meet their overall aim of making the school a key resource within the community, particularly related to consultation strategies. Staff in school Five also wish to develop links with other local schools to share ideas and extend provision. There were particular areas of the core offer where further developments were planned to take place, particularly related to art and music provision. Progress was also being made with developing activities that would take place in school holidays.

Advice for the future development of extended schools

Interviewees offered several suggestions for schools and others involved in embarking on developing extended services.

Advice for schools

In relation to other schools, interviewees emphasised the importance of extended provision and urged schools not to lose sight of the aims of the ECM agenda. As one interviewee said ‘it is right and appropriate, there is no question that this is the right thing to do’.

The importance of developing a clear vision and understanding about extended provision, following close collaboration with staff, pupils and the community was expressed. Interviewees highlighted how crucial it was to have the community and staff on board from the start: ‘getting that commitment to take the journey together’ and not to make assumptions about what the community want. Staff also need to be aware that being an extended school does not mean more work, it is about ‘working smarter, not harder’.

Another suggestion was not to get overwhelmed by the size of the agenda. One interviewee explained it is important to take ‘small bite-size pieces’ and view this as a learning journey.

Advice for LAs and the NRT

Interviewees said the school should learn from other schools and this, they said, is where the NRT and local authorities could develop their work. In relation to the LA, the school was frustrated that there were limited protocols and guidance available to guide them on the issue of adults coming into the school to run clubs. There was a general feeling that LAs should be more proactive in developing guidance for schools and should take responsibility for a database of security checks of people who want to, or have been involved in, delivering activities to children.

Interviewees offered advice for the NRT as well. They suggested the NRT might like to consider changing or broadening its focus slightly by providing schools with information about what makes a successful extended school. In particular, interviewees identified a need for good practice to be collated at a national level so the NRT can advise individual schools of similar or successful practice in a similar school in another area of the country.

Another related suggestion was that the NRT could audit schools to identify good practice within the school, what improvements needed to be made and how this might be addresses. Staff felt the need for greater understanding of the different ways in which people work within schools. They wanted to see more emphasis placed on information and less on using NRT tools and techniques.

8.5.6 Conclusion

School 5 had been developing extended provision for some time in order to develop the school as the heart of the community. Various changes had taken place within the school, which meant they were meeting the core offer; however, there was a general feeling that more needed doing. The school faced various challenges in meeting its aim of becoming a community school, not only due to a disengaged community but also due to the physical barriers faced by the school.

8.6 Case study 6

This case study is based on interviews carried out at School 6 in March 2006. Interviewees included the headteacher and deputy headteacher, a teacher-governor, community support staff, and members of the school change team. The school's main priorities in relation to extended services were: providing swift and easy referral to other services; engaging and providing learning opportunities for parents; and providing the core offer between 8am and 6pm.

8.6.1 The school

The school is an average-sized secondary school located in the East Midlands. It serves a village community with marked economic disadvantage. The vast majority of pupils are from families of White British origin and enter the school with below average levels of attainment. The number of pupils identified as having learning difficulties is above the national average, and 19 per cent of pupils are eligible for free school meals. Only seven per cent of households in the area have experience of education at the post-16 level. In 2004, the school was established on a single site and also gained specialist status as a Performing Arts College.

8.6.2 Starting out

The school was invited to become a pilot extended school by the local authority. This fitted in with the school's needs of aspiration: the headteacher described the school as serving an 'isolated community', where 'working with the community was not an option but a necessity'. Membership of the pilot scheme thus provided a good opportunity for the school to advance their already considerable work in the area of extended provision.

8.6.3 Strategy and implementation

Forming a strategy

At the heart of the school's drive towards the provision of a range of services and activities was a desire to raise the standards and aspirations of students and to improve attainment.

The headteacher made the suggestion that calling the programme 'Extended Schools' was perhaps inappropriate because 'the focus is about community access'. Giving the school such a title gave the impression that schools had been assigned the lead role of coordinating and managing multi-agency involvement, and detracted from the aims both to have the community take ownership of the project, and for other agencies to proactively engage in partnership working.

Developing extended provision

The focus that the programme will take is being shaped by consultation with the local community. Key questions have been asked regarding what people want to see provided and feedback from these and other questions will inform the school's strategy. However, the headteacher explained that the programme's priorities are shaped by data: on ward data, demographics, health figures and crime and disorder audits; amongst other sources of information.

One focus of the school's strategy is to try to bring about the co-location of support agencies to the school site, partly because there is a belief that the school has already achieved many of the other aims of extended services provision. The head explained: 'We're already doing all the arts; we're doing things in the holidays; we're already providing a varied menu of activities, because we've worked hard to get performing arts specialist status.'

Managing extended provision

The headteacher recognised the school as the main driver for 'working in a multi-agency way and for working in the community' and believed that to make progress in improving standards of learning one had to take into account 'the whole community'. A Governors' Community Working Group had been established to support, monitor and evaluate plans involving representatives of all major stakeholders.

While it was clear that the school was shouldering much of the responsibility for pushing forwards extended provision and initiating multi-agency working, it was never the intention that school staff would need to take on substantial additional roles and responsibilities to sustain provision of a range of services. The hope was that with some central coordination, stakeholder partners would be able to manage themselves.

8.6.4 Outcomes

Changes and achievements

The school was providing full access to a [range of activities](#) for young people, such as music, sport and holiday activities, between 8am and 6pm for 39 weeks out of 52 per year. Consultation had taken place with the local council and the sports and arts community as part of the Specialist Arts Status Bid. A range of activities were being delivered through the on-site community sports centre and specialist college facilities in music, dance and drama, as well as through the community theatre. These activities were being delivered by school staff and senior students as part of enrichment programmes, and by specialists employed through the community art college and the on-site sports complex. Homework clubs and study support were being offered for at least two hours a day for those who wanted them, while music tuition, arts and crafts and other specialist interest clubs were also being offered. In addition, parenting support was also available, including information sessions for parents at key transition points for their children. This provision was provided for by partnership agencies and specialist staff engaged through them.

Impact and successes

A variety of mechanisms had been put in place to measure the success of the school's extended services. Monitoring took place through the Arts Community and School 4-year Plan, Sports Community Coordinator Plan and Audit, QISS (Quality in Study Support), Artsmark and Ofsted's School Self Evaluation Form (Section 4).

The current multi-agency partnership arrangements between education psychology specialists, the school nurse and mental health services, had proven to be an effective leadership body for the first stage of multi-agency provision. A member of the senior management team explained that this was because the school was

working with people who share the same agenda and who were used to working together. The challenge for the school change team was engaging the wider services which were not thought to be as familiar with (or as supportive of) the ideals behind extended service provision. Agencies that were proving particularly difficult to engage included the police and social services. There was a feeling that there was a lack of steerage from the local authority in coordinating and facilitating multi-agency work, but the school staff were also hopeful that once the LA restructuring was complete, greater engagement could take place.

The extended provision the school was currently able to offer to young people and their families was already thought to be benefiting many people, particularly those more vulnerable students. In the wider sense the school also recognised that extended services were of benefit to all students and would continue to contribute to improvements in attainment and progress. Moreover, the additional services and activities that the school was providing were bringing the school closer to the community and at the same time encouraging a learning agenda.

8.6.5 Looking back, looking forward

Key factors in making extended schools work

There appeared to be little evidence of internal and external training for members of staff in relation to extended services. One of the main reasons for this was that few teachers were actually involved to a great extent in delivering the programme. A member of the senior management team explained that ‘up till now the teaching staff have been fairly isolated from the extended schools pilot’. This was, however, a deliberate strategy to minimise burden on teaching staff. Senior members of staff were instead involved in the day-to-day running of the pilot. Efforts had been made, however, to ensure that all staff were aware of the programme, and faculty heads were tasked with running their respective after-school activities as part of their faculty areas. This approach ensured a coherent suite of programmes, but also served to streamline delivery of the core offer.

Main challenges

Despite the good work that the school was doing, several key challenges had been identified. One of the main challenges facing the school was overcoming what one member of staff described as an ‘insular’ mindset held by many within the community which was felt to limit people’s access to a range of services. The

same member of staff went on to explain that, despite the school being only a twenty minute drive from the centre of a ‘very vibrant city’, people did not travel because they lack the confidence and feel uncomfortable about moving outside of their immediate locality. Offering young people, their families and the wider community access to a range of services and provision was seen as a good way of breaking down these barriers by bringing different agencies together in one place where people can access them.

A second challenge was making sure that students and families understood the purpose of the programme and what was available. The headteacher gave the example that one parent had asked: ‘Can I no longer pick up my daughter at 4pm?’ and was concerned that the longer opening hours would cause problems. Ensuring that the community understood fully the purpose of extended provision and the range of services available was consequently a high priority.

Another challenge was persuading parents to come back onto the school site to access extended services. Many were thought to have negative impressions of school through their own schooling experiences, and overcoming these impressions was acknowledged to be challenging. There was a realisation that the school had to think hard about its approach to engaging the community and using dance, music and sports was thought of as one way of doing this.

But perhaps the most difficult challenge was liaising with other agencies which was described as ‘very difficult and hugely complex’. The headteacher explained that while there was ‘joined-up thinking’ at the strategic level, this was not replicated at the operational level. Furthermore, despite a great deal of reorganisation going on within the support services (such as the Primary Care Trust), the infrastructure was not currently in place. Some difficulty was expressed regarding reaching an agreed agenda between the various support services, with social services being singled out as wanting to play a much more limited role than that envisaged by the school. However, engagement of the health services was not seen as hugely problematic at the local level, where there was much more of a shared vision (a school nurse was available on site). Plans had also been drawn up for colleagues from the mental health services to take up residence on the site.

Future plans

While the school was already providing access to a range of activities for young people, there were plans for extended provision to be developed across and for

other schools in the area. Furthermore, the school was exploring the delivery of extended childcare provision for 11 to 14 year olds and was making efforts to deliver the core offer for 48 weeks a year in a range of arts and sports activities.

Advice for the future development of extended schools

The headteacher explained how important it was to have contact with other schools, especially those from outside the local authority, in order to share ideas and good practice: ‘We were desperate to know what other secondary extended schools were doing ... as we can feel very isolated.’ The March event in London organised by the NRT was the first opportunity for members of the school change team to converse with colleagues from schools across the country. The experience was found to be both informative and reassuring and the staff welcomed further networking and partnership working of this kind.

There were also messages for the NRT regarding delivery of the programme. The staff thought that with the restructuring of the local authority (in line with the new Children’s Services) still in its infancy, use of the LA to effect change was not the best method of delivery during the pilot stage of the programme. Furthermore, while the NRT materials were said to have been useful to some extent in thinking about extended provision, there was a belief that local solutions were needed for local challenges, and that the desire expressed by the local authority to identify transferable solutions would be met with only limited success. The headteacher explained: ‘The whole point of a local agenda is that it is local and it will not easily transfer to my colleagues [in other parts of the authority] and why should it? It may not be a priority to them but it works here.’

8.6.6 Conclusion

Although the school had been working with multi-agency partners before the pilot, the programme had given impetus to the efforts of the school and other partners in offering a range of activities for students and the wider community. The pilot had enabled and empowered the school and the community to plan and develop extended services with the needs of the young people at the centre of everything they were doing.

8.7 Summary of case study findings

This section draws on the common themes that emerged from the six case study schools and summarises the main findings.

8.7.1 Starting out

At the time of the case study visits, in March 2006, schools were at various stages of development. However, all were committed to the philosophy underpinning the extended provision and embarked on the agenda at a time that suited the school setting. For one school this was at a time of reorganisation, for others it was part of the school's wider vision to develop links with its disadvantaged community. Schools got involved due to a desire and commitment to continue to develop extended services and the pilot programme was perceived to be an appropriate vehicle to achieve this.

8.7.2 Strategy and implementation

Forming a strategy

Case study schools were committed to developing extended services. Most aspired for their school to be the centre of the community and a resource that was fully and regularly accessed. Case study schools consulted with their pupils and community about the development of extended provision through both formal surveys and more informal discussions and review days. Staff were generally disappointed by the low response to parental questionnaires but positive about providing an opportunity for the community to contribute to the programme. Creating the opportunity to engage in dialogue with community groups was another key way in which schools tried to engage and consult with the community.

For the case study schools, raising attainment and aspirations of its pupils and community was the driving force behind getting involved in extended provision, particularly as many of the case study schools were situated in a deprived community whose needs, the schools felt, it could help address.

Some of the headteachers thought the term 'extended school' was perhaps inappropriate as it had different meanings and implications to different people. These

headteachers were clear that an extended school is about developing a community resource and thought that this was how the agenda should be promoted.

Developing extended provision

As expected, the individual setting of each school impacted on its developments in providing extended services. For one school, it was its imminent closure, for another it was the building and expansion programme. At the heart of schools' developments was providing children and families with new opportunities and experiences by working with other agencies.

Managing extended provision

Most schools had a school change team (or equivalent) in place, which had responsibility for contributing to the development of ideas and monitoring progress. In a small number of schools the headteacher had an overview of developments and took the leading role – these tended to be schools that had recently made developments with extended provision. Some headteachers either had, or planned to get others to manage the agenda. Headteachers invested time in the initial set-up but once activities and services were established, they planned to devolve responsibility to others.

Most staff held the view that teaching staff should not have too great an involvement in delivering extended provision, but they should not be prevented if they wanted to get involved as staff's interests often influenced the activities offered. Headteachers recognised the need for a balance between delivering extended provision and not adding to staff workload. Many support staff were involved in delivering extended provision across the case study schools.

8.7.3 Outcomes

Changes and achievements

All case study schools were well on their way to meeting the core offer. They provided a [varied menu of activities](#), often building on other initiatives in place within the school: for example, Creative Partnerships or specialist status. Schools often provided sports, dance, drama and music sessions for pupils and the community.

In terms of [childcare](#), some schools (in particular the secondary schools), were starting to address childcare provision for 11 to 14 year olds. In terms of childcare for younger children, where there was adequate provision in the community, some schools acted as a facilitator – pointing people in the right direction of services rather than providing it themselves. Other schools provided childcare through mother and toddler groups, breakfast clubs and after school clubs.

Most schools provided [parental support sessions](#). These focused around adult learning, child and parent learning or parenting skills. These were attended by small numbers of parents in some schools but it was hoped that in the future, more parents, including those with children in other schools, would get involved.

Two schools held [therapeutic sessions](#) for their pupils. In both schools, children with behavioural issues were targeted; however, in one school the sessions were opened up so that all pupils, staff and parents could access them should they so choose.

Gaining [multi-agency involvement](#) in extended provision, over and above the statutory requirements, proved challenging for most schools. [Staff](#) perceived a reluctance on the part of health, social services and police to get involved in extended provision. However, all schools were aiming to address this challenge in the future.

Impact and successes

Although case schools were at early stages of development, those interviewed gave many anecdotal examples of positive impact. Generally, delivering extended provision was thought to have had a positive impact on staff within the school in terms of enjoyment and in some schools professional development. Extended provision had a positive impact on staff's job satisfaction. The success of extended services was often attributed to the determination and commitment of school staff and providers.

[Pupils](#) were thought to be benefiting from the new opportunities that had been made available to them. One school explained that pupil behaviour had dramatically improved since the introduction of after school clubs. In others, the confidence, self-esteem and aspirations of pupils had soared. Attendance at breakfast clubs and other early morning sessions had had a positive impact on punctuality, with children urging their parents to get them to school on time. In

some schools, the breakfast clubs and after school clubs ensured their pupils were eating healthy, balanced meals.

For **parents and the community** in these case study schools, staff felt that delivering extended services was beginning to change parents' perceptions of school (particularly those who had negative experiences of school when they were pupils). Parents were able to see the enjoyment their children got from involvement in out of school activities. That said, engaging parents remained a challenge for many schools although it appeared perceptions were beginning to change. In addition to changing perceptions of school, some parents had greater involvement in their child's learning which encouraged them to access other courses. Accessing services combined with the changing perceptions of school, improved many parents' self-esteem and confidence, which had previously prevented them from getting involved in new opportunities. Staff hoped this would continue in the future and more parents would get involved in school life.

8.7.4 Looking back, looking forward

Key factors in making extended schools work

A few key factors appeared to contribute to the success of the case study schools. First schools expressed the importance of involving, consulting with and regularly providing the community with information about developments. It was also considered vital that the community understood what is meant by an extended school and that they can access the resources on offer. Second, determined, committed, cooperative and flexible staff helped ensure the school delivered extended services. Third, sharing of good practice helped schools develop extended services; most of those interviewed felt this should be encouraged and that the NRT might like to consider collating information at a national level for schools to build upon locally.

Main challenges

Case study schools faced a number of challenges. Again, these tended to be as a result of the school's individual setting, for example, the new build proved challenging for one school. However, despite these specific challenges, there were some common challenges across the schools. The NRT might like to consider how these challenges could be addressed.

First schools found the reluctance of other agencies to get involved in extended provision to be frustrating. Schools were committed to developing these relationships but support in this area would be welcomed. Second, the mindset and community of a school proved challenging. Schools were working hard to change attitudes and get parents and communities involved in extended provision. However, it was recognised that this would take time. Clearly more could be done to promote extended services to communities, parents and agencies at a national level.

Training and support

Many of those involved in the case study interviews had attended NRT training. Generally, comments about NRT training were positive in terms of supporting developments, generating ideas and confirming to some schools that they had met the core offer. However, many of those interviewed suggested that there should have been greater opportunities for networking and sharing practice, particularly as schools were at different stages of development.

Future plans

All schools had high hopes for the future development of extended provision. Most schools hoped to develop provision further to meet the needs of the community and to engage them further. A small number of schools hoped to establish more systematic monitoring and evaluation of provision, whereas others were keen to address the aspects of the core offer that they were not meeting.

Advice for the future development of extended schools

Those interviewed as part of the case studies offered advice to other schools. Generally they advised school leaders to be positive, enthusiastic and committed to the agenda. Small steps should be taken and it should be recognised that developments take place slowly over time. It was thought vital that schools seize opportunities that arise, be it building on current expertise or recognising a new opportunity as it arises. The sharing of practice between schools, and consultation with schools in a similar situation should be promoted and realised.

Interviewees in case study schools were extremely positive and committed to delivering extended provision to improve the outcomes for its pupils and their local community.

Notes

- 1 Due to the small number of special schools involved in the pilot, it was felt that it would have been possible to identify them. Special schools were not therefore included in the case study part of the evaluation.
- 2 Meaning the school building is easily accessible for people with disabilities.

9 Key findings and issues for consideration

The NFER carried out an evaluation of the NRT's work between September 2005 and March 2006. The purpose of the evaluation was to examine the impact and effectiveness of the NRT in supporting local authorities and schools in the third year of the remodelling programme and the first year of the extended schools programme. To address this aim, a variety of data collection methods were used to elicit the views of key personnel involved in the two programmes. This final chapter draws together the key findings from across the questionnaire surveys and interview data. It will first report key findings related to the remodelling programme (based on responses from LEA RAs) and, second present key findings from those involved in the extended schools programme (ESRA, trainers, ESRCs and schools). It ends by raising issues for consideration.

9.1 The remodelling programme

For LEA RAs, a key aspect of their [role](#) was to support schools to implement the National Agreement. Particularly as this was the third year of the programme, they supported schools to ensure developments were embedded, sustainable and met the statutory requirements of the Agreement.

LEA RAs considered that most of their schools were at the 'developing' stage in the programme (as defined by the NRT), however, some noted their schools were at the 'sustainable' stage. The interviews identified some areas of concern around issues of long-term sustainability. It was felt that some schools had met the requirements of the Agreement by taking short-cuts and they would need to find ways of deepening impact in the future.

In terms of [support for schools](#) – a key element of the LEA RA role – most rated the support they offered to schools to be effective, particularly in relation to advice on the statutory requirements of the NA. Interviews revealed further insights into methods of support found to be most successful, especially the adoption of a team approach (including the involvement of staff unions).

LEA RAs highlighted many [achievements](#) that had taken place during the remodelling programme. Recent successes were:

- the introduction of PPA time
- meeting the requirements of the Agreement
- introducing the change management process
- flexible team working.

Generally, LAs were making strides with [other new initiatives](#) (for example the NA, ECM, SEFs and TLRs). However, there were clearly some tensions within LAs and schools in relation to other initiatives. LEA RAs felt that more could be done to link the different agendas and highlight to schools how they interrelate. In particular, schools were considered to be struggling with sustainability issues surrounding funding, CPD and the introduction of extended services in relation to the NA. As SEFs and TLRs were recently introduced to schools, LEA RAs explained that schools struggled with these initiatives. LEA RAs felt more could be done to support schools in these two areas, and in relation to TLRs, there was a need to highlight the links between the NA and TLRs.

Most LEA RAs were positive about the NRT [training and support](#), in particular the guidance provided to help with the introduction of PPA. LEA RAs found the opportunities to network and share good practice with other LAs to be beneficial. LEA RAs were also particularly positive about the adaptability of the NRT training and materials to meet local demands. At the time of the survey (September 2005) NRT training and support materials were viewed to be ‘partly sustainable’. A few months later, the interviews revealed similar views. LEA RAs explained some materials were not fully sustainable because they would need revising for future use.

In terms of supporting schools to implement the NA past March 2006 (when the NRT support is due to end), most LEA RAs indicated they felt quite ready or entirely ready to do so. There was, however, a degree of uncertainty about this in a few LAs.

LEA RAs’ views on [sustainability](#) of the programme were explored. Questionnaire responses were mixed; however, it should be noted that at the time of survey, the NRT had not yet embarked on promoting sustainability of its model. Many LEA RAs revealed their LA had set up their own procedures to promote sustain-

ability, for example the use of consultants was a frequently mentioned strategy. Securing funding was seen as a fundamental to the sustainability of remodelling beyond March 2006.

Generally, LEA RAs were very positive about the work of the NRT in supporting LAs and schools to meet the requirements of the NA.

9.2 The extended schools programme

The data revealed that ESRAs, trainers and ESRCs had a **key role** in providing information, offering support and facilitation in developing extended services in and around schools. Another key aspect of the role was to develop partnership working, for example within wider LA regeneration programmes. Most ESRAs, trainers and ESRCs came from an education background and many had worked with the NRT previously. It was, however, suggested that the NRT could encourage more colleagues from other agencies to become ESRCs in order to help promote multi-agency working.

In terms of the *Every Child Matters* agenda, LEA RAs suggested that links between ECM and the extended schools agenda should be made more explicit to schools. They felt it should be specifically related to developing extended services and its impact on school staff.

Generally those involved in the evaluation, were positive about the level and usefulness of **support** received from the NRT. Nevertheless, those involved in delivering the agenda felt that the NRT might like to focus on providing additional support by:

- collating and disseminating examples of good practice at LA and school level, including promoting the work of others (for example, ContinYou and 4Children) in this area
- improving the understanding of the agenda to school staff and colleagues from other agencies
- improving understanding of the term ‘extended schools’
- developing multi-agency working.

In relation to **training**, as has emerged in previous evaluations, the NRT training events were considered by some to be too long. LAs and schools considered the

ESRA and ESRC training events to be useful. However, ESRCs felt training could be improved. In addition, support from Regional Advisers was considered to be beneficial. Both LA personnel and school staff felt that some of the time might be better spent networking and developing solutions to issues of concern. The NRT might like to consider using electronic forms of communication to disseminate background information prior to training events so the focus could be on sharing good practice.

LAs and schools still had some way to go in terms of [engaging other services](#) in developing extended schools. However, that said, many had made progress in this area. It emerged that other agencies lacked understanding about the extended schools/services agenda. The NRT might like to consider promoting extended schools to other agencies so that they understand its broader implications in relation to the wider ECM agenda.

Generally the [change management process](#) was viewed favourably by those who contributed to the evaluation. It was considered fit for purpose and provided enough flexibility to be adapted to the needs of the local setting. However, a minority of participants thought the process was not directly transferable from remodelling to the extended schools agenda. (This may be due to the size and focus of the extended schools agenda which is much broader than that of the remodelling programme.) Schools were slightly less positive about the change process compared to ESRAAs and trainers. Many ESRCs felt it was too early to comment.

The data showed that most LA participants felt their main successes related to the engagement of many schools, the partnership developments and being able to adapt the NRT model to the local setting. As the programme was in its early stages of development, there was more work to be done in these areas, as was evident when participants were asked about challenges.

Generally, the [challenges](#) for participants related to partnership working and engaging other agencies in the agenda. As previously mentioned, colleagues from other agencies were reported to lack understanding about extended schools. It was also felt that the title 'extended *schools*' gave a false impression that schools would be responsible for driving the agenda. Similar challenges were identified by school staff. However, a particular issue for schools was that of funding. Staff wanted to provide cheap and affordable services for their deprived communities, but were finding it difficult to secure the necessary funding.

Other areas for [further developments](#) were suggested. These related to improving the involvement of colleagues from other agencies and within schools, sharing good practice and providing more information and practical guidance on key issues (such as security, access and responsibility for non-school staff). It was evident that despite LAs' progress, there was a need for support mechanisms similar to that provided by the NRT.

Schools appeared to use existing expertise of staff to deliver extended provision. In terms of future development of the programme, the NRT might like to consider providing training to help support LAs and schools conduct a thorough needs analysis of their local area and, if necessary, provide further training to help meet the needs identified.

9.3 Conclusion

The responses given by those involved in the evaluation were generally very positive about the role of the NRT in relation to both the remodelling and the extended schools programmes. Participants were highly satisfied with the NRT's role and respondents were often at pains to balance points of criticism with appreciative comments. Nevertheless, suggestions for improvements were offered for both programmes.

Ensuring sustainability was a priority for those involved in the remodelling programme. In relation to the extended schools programme, the change management process was valued by some participants, particularly its flexibility to be adapted to meet local needs. On the other hand, it was also viewed as somewhat inflexible because of the emphasis on using specific materials and processes and the fact that there was insufficient time to consider its application to individual circumstances during training events.

It was clear that LAs and schools were at the early stages of developing extended services, which were being taken forward primarily by personnel from an education background. It was felt that more work was needed to engage colleagues from other agencies and to improve their understanding of the purpose and context of the initiative. Participants clearly wanted greater opportunities to share good practice with colleagues from other LAs and schools. Despite the need for further developments, LAs and schools felt they were making good progress and that extended services had made a positive contribution to meeting the needs of their local communities.

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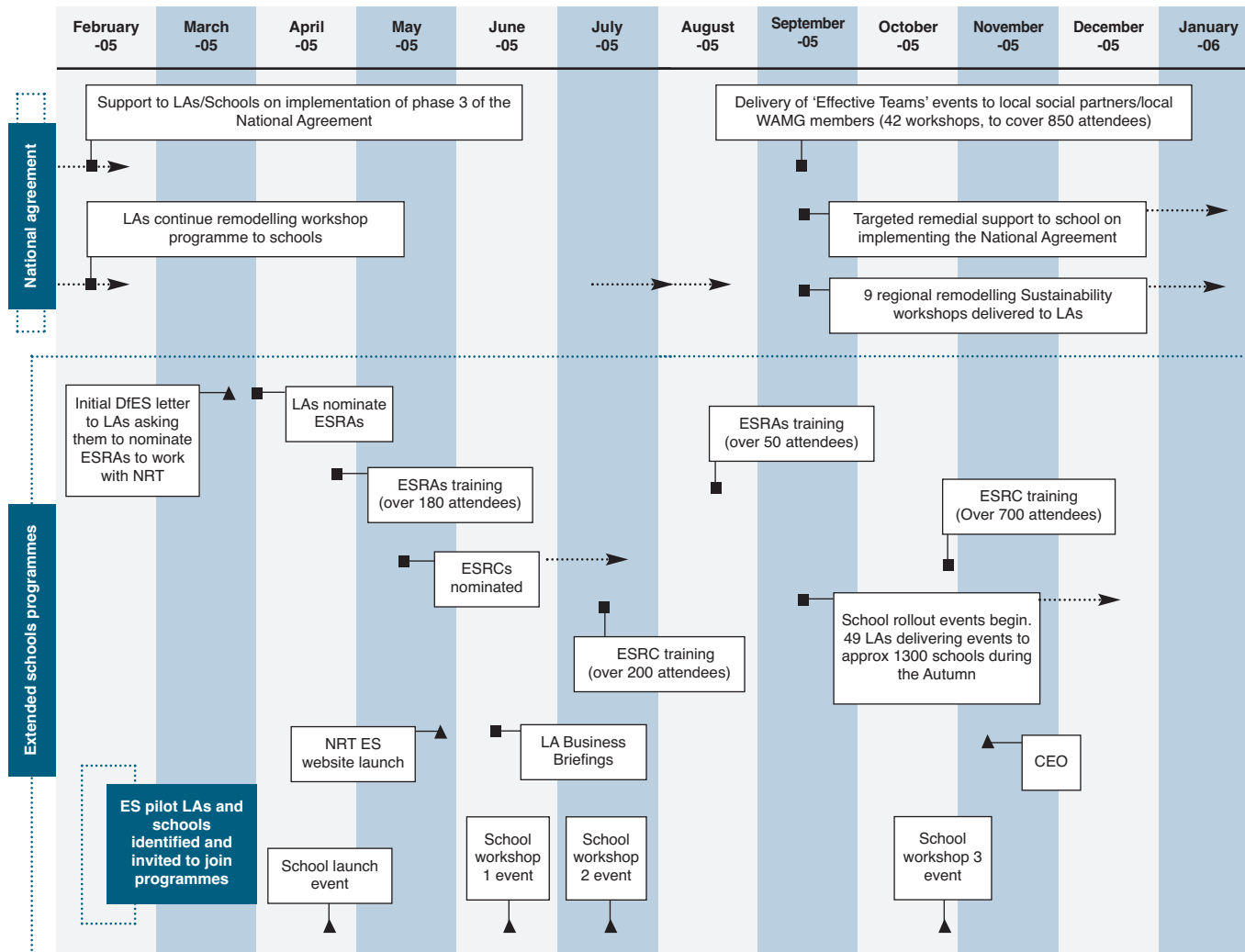
Further reading

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Appendix 1 High-level timeline of NRT work in 2005



Appendix 2 Questionnaires

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**Year 3 Evaluation of the
National Remodelling Team
Questionnaire for
Local Authority Extended
Schools Remodelling
Advisers (ESRA)**

This questionnaire forms part of the National Foundation for Educational Research (NFER) evaluation of the National Remodelling Team (NRT). The evaluation aims to investigate the impact and effectiveness of the work of the NRT in relation to the extended schools programme.

We would be very grateful if you could complete this questionnaire, which should take no longer than 20 minutes of your time.

Your contribution is important to the future development of the work of the NRT and the extended schools programme.

The questionnaire focuses on the following topic areas:

- ☐ The ESRA role
- ☐ Developing extended services
- ☐ Training and support
- ☐ Achievements and challenges
- ☐ Suggestions for improvements

All responses will be treated confidentially and no individual, school or local authority (LA) will be named in any report.

If you have any queries relating to the completion of this questionnaire, please contact Christine Webster on 01753 637383 or c.webster@nfer.ac.uk

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ESRA

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**Year 3 Evaluation of the
National Remodelling Team
Questionnaire for
Extended Schools
Regional Trainers**

This questionnaire forms part of the National Foundation for Educational Research (NFER) evaluation of the National Remodelling Team (NRT). The evaluation aims to investigate the impact and effectiveness of the work of the NRT in relation to the extended schools programme.

We would be very grateful if you could complete this questionnaire, which should take no longer than 15 minutes of your time.

Your contribution is important to the future development of the work of the NRT.

The questionnaire focuses on the following topic areas:

- ☐ The extended schools regional trainer role
- ☐ Training and resources
- ☐ Support
- ☐ The change process
- ☐ Possible future developments

All responses will be treated confidentially and no individual, school or local authority will be named in any report.

If you have any queries relating to the completion of this questionnaire, please contact Christine Webster on 01753 637 383 or c.webster@nfer.ac.uk

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**Year 3 Evaluation of the
National Remodelling Team
Questionnaire for
LEA Remodelling Advisers**

This questionnaire forms part of the National Foundation for Educational Research (NFER) evaluation of the National Remodelling Team (NRT). The evaluation aims to investigate the impact and effectiveness of the work of the NRT in relation to the remodelling programme.

We would be very grateful if you could complete this questionnaire, which should take no longer than 15 minutes of your time.

Your contribution is important to the future development of the work of the NRT and the remodelling programme.

The questionnaire focuses on the following topic areas:

- ☐ The remodelling adviser role
- ☐ Remodelling progress
- ☐ Training and support
- ☐ LEA support for schools
- ☐ Suggestions for improvements
- ☐ Sustainability

All responses will be treated confidentially and no individual, school or local authority will be named in any report.

If you have any queries relating to the completion of this questionnaire, please contact Christine Webster on 01753 637383 or by email at c.webster@nfer.ac.uk

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LEARA

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**Year 3 Evaluation of the
National Remodelling Team
Questionnaire for
NRT Extended Schools**

This questionnaire forms part of the National Foundation for Educational Research (NFER) evaluation of the National Remodelling Team (NRT). The evaluation aims to investigate the impact and effectiveness of the work of the NRT in relation to the extended schools pilot.

We would be very grateful if you could complete this questionnaire, which should take no longer than 15 minutes of your time.

Your contribution is important to the future development of the work of the NRT and the extended schools programme.

The questionnaire focuses on the following topic areas:

- ☐ Developing extended services
- ☐ Training and support
- ☐ Achievements and challenges
- ☐ Suggestions for improvements

All responses will be treated confidentially and no individual, school or local authority will be named in any report.

If you have any queries relating to the completion of this questionnaire, please contact Christine Webster on 01753 637 383 or c.webster@nfer.ac.uk

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ESRC online survey – copy of questions

Evaluation of the National Remodelling Team Questionnaire for Local Authority Extended Schools Remodelling Consultants (ESRCs)

This questionnaire forms part of the NFER's independent evaluation of the National Remodelling Team (NRT).

The evaluation aims to investigate the impact and effectiveness of the work of the NRT in relation to the extended schools programme.

We would really like to hear your views and would be very grateful if you could complete this questionnaire, which should take no longer than 20 minutes of your time.

Your contribution is important to the future development of the work of the NRT and the extended schools programme.

The questionnaire focuses on the following topic areas:

- The ESRC role
- Working with others
- Achievements and challenges
- Suggestions for improvements

All responses will be treated confidentially and no individual, school or local authority will be named in any report.

If you have any queries relating to the completion of this questionnaire, please contact Christine Webster on 01753 637 383 or rmq-nfer@nfer.ac.uk

Your role

1. Please specify your current job title.

2. Have you worked with the NRT previously?
If yes, please specify in what context.

Yes

No

3. In your opinion, what are the most important aspects of your role as ESRC?

Working with others

4. How does your role relate to that of your ESRA?

5. To what extent do you work with colleagues from other local agencies within the region?

Often

Occasionally

Never

6. To what extent do you work with colleagues from local authorities in other regions?

Often

Occasionally

Never

7. Overall, how effective do you consider the NRT change management process is for developing extended services?

Very effective

Fairly effective

Not at all effective

Too early to say

8. How effective has the change management process been in facilitating partnership working between schools and other agencies?

Very effective

Fairly effective

Not at all effective

Too early to say

9. Please briefly comment on the nature of support you are currently offering schools and other agencies to develop core extended services.
10. Generally, how do you think schools are responding to the extended schools agenda?
11. What further support, if any, do you require from the NRT in order to support schools and other agencies in developing core extended services?

Achievements and challenges

12. In your role as ESRC, what have been your main achievements to date?
13. In your role as ESRC, what have been your main challenges to date?

Further development

14. Please use the space below to offer suggestions for further development for promoting extended services and remodelling within the ECM agenda.



If you would like to receive a printed copy of this report, please contact the Publications Unit on 01753 637002 or book.sales@nfer.ac.uk

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